

GRADUATE PREPARATION FOR
COMMUNITY COLLEGE STUDENT AFFAIRS OFFICERS

By

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Abstract of Dissertation Presented to the Graduate School
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This study identifies 25 competencies deemed by research and community college student affairs leaders to be critical to the success of community college student affairs officers and measures the extent to which these competencies are important and their rate of acquisition due to graduate education preparation. It examines the perceptions of the graduate faculty of the two most academically related graduate fields—community college leadership and student affairs administration—and current community college senior student affairs officers. Respondents revealed that there is agreement between the graduate faculty and practitioners on the importance of the competencies, but a respectable amount of disagreement between the three groups on the acquisition of those competencies through graduate education. A significant gap was reported between all but one of the competencies (Leadership Theory) when comparing importance and acquisition due to graduate education.

All competencies were rated higher in importance than their rates of acquisition due to graduate education except for one—Research Models and Methods—which was reported to have a higher acquisition rate from graduate education than its rate of importance. When the three groups were compared to each other, significant differences at the .01 level also appeared. Differences between community college graduate faculty and community college student affairs practitioners highlighted the focus of community college graduate preparation on executive leadership while differences between community college practitioners and student affairs graduate faculty were noted on Institutional Culture, Student Demographics and all but one of the Individual Development competencies. Major findings of the study noted 1) a major gap between the average reported importance level of almost all competencies and the acquisition of those competencies due to graduate education; 2) no apparent difference between the importance of the competencies in relation to two-year versus four-year institutional preparation; 3) no immediate need for separate community college student affairs graduate preparation programs; and 4) with notable positive feedback from the practitioners to the graduate faculty of both programs, improvements of cross-exposure between the fields of graduate study should prepare graduates from either program to be successful in the field of community college student affairs.

CHAPTER 1

STATEMENT OF THE PROBLEM AND INTRODUCTION

Statement of the Problem

Since the early 1960s, community college enrollment has increased dramatically (Ratliff, 1989; Witt, Wattenbarger, Gollattscheck, and Suppinger, 1994; Chronicle of Higher Education, 2004). Community colleges provide an unparalleled opportunity for higher education to the American public. Informally adopting a slogan of “all things to all people,” community colleges were created as a two-year extension of high school, as junior colleges separating general education from senior institutions or as technical institutions to prepare America’s workforce. No matter how they came about, community colleges have evolved differently than their four-year college and university counterparts. With the recent emphasis on student retention and holistic student development, community college executive officers are increasingly looking to their student affairs division for guidance on important student issues (Vineyard, 1993). The introduction of the “learning college” by O’Banion (1991) and the paradigm shift from teacher to learner has compounded the need for those who supplement direct instruction, namely community college student affairs professionals, to be adequately prepared for their positions (O’Banion, 1997, 1999). Many early community college leaders had to learn on the job. To earn the respect of their academic counterparts (Sandeen, 1991) and to specialize in the unique nature of community colleges (Hankin, 1989) are just two of the compelling reasons that formal graduate education is necessary when preparing

community college student affairs professionals. There is debate about what graduate preparation programs for community college student affairs professionals should be and what topics should be included in this preparation.

A review of current graduate preparation programs for student affairs professionals in four-year colleges and universities indicates that community college student affairs issues are not often addressed. This problem may also be noted by those who pursue graduate preparation in community college leadership programs, which may not include a comprehensive study of student affairs theory sufficient for practitioners. There are significant differences between community colleges and four-year colleges and universities (Cohen, Brawer, & Associates, 1988; Cohen, Brawer, & Associates, 1994; Hankin, 1989; Kim, 2002; Warren, 1985) and these differences may not be addressed in formal graduate preparation programs. Student affairs professionals in community colleges need specific curricula in graduate school preparation programs that address the unique nature of community colleges. Currently, no programs have been established to address this significant need. Those interested in studying student affairs in community colleges are often left on their own.

After examining the formal graduate education preparation provided for community college leaders and student affairs professionals, it is evident that graduate students focused on community college student affairs may not be receiving education centered on a commonly understood set of skills and competencies that are directly applicable to community college student affairs. In 1991, a general and basic set of skills for community college student affairs professionals was established by representatives from the National Council on Student Development (NCSD), the American College

Personnel Association (ACPA) – Commission XI, and the Community College Network, a task force of the National Association of Student Personnel Administrators (NASPA) (Floyd, 1991). These skills have been supplemented through the literature for community college leadership (Brown, Martinez and Daniel, 2002; Bryant, 1992; Lamb, 1996; McFarlin, Crittenden and Ebbers, 1999; Murry and Hammons, 1995) and student personnel administration preparation (Barr, 1993; Council on the Advancement of Standards [CAS], 1992; CAS, 1998; Delworth, Hanson & Associates, 1989; Dewitt, 1991; Fife and Goodchild, 1991; Hyman, 1983; McEwen and Talbot, 1998; Pope and Reynolds, 1997; Twale, 1991; Waple, 2000). Despite these efforts, new professionals may be graduating from community college leadership programs or student personnel administration programs without adequate preparation for the field of community college student affairs.

Purpose of the Study

The purpose of this study is to examine the relationship between graduate education in community college leadership and student personnel administration programs and the skills deemed by research and representatives from the three professional associations for community college student affairs professionals to be important to success in the field. Additionally, the degree to which relevant stakeholders and preparatory educators perceive those skills to be important will be examined.

Research Questions

The research questions addressed in this study are the following:

1. To what degree do community college senior student affairs officers (CCSSAOs), student personnel administration graduate faculty (SPAGF), and community college leadership graduate faculty (CCLGF)

- a. Perceive that a literature-identified set of skills is essential for new community college student affairs professionals?
 - b. Perceive that new community college student affairs professionals attain these skills during their graduate studies?
2. Which literature-identified skills, if any, are congruent when comparing graduate study attainment and position importance?
 3. Which literature-identified skills, if any, are inconsistent when comparing graduate study attainment and position importance?
 4. Do CCSSAOs, SPAGF, and CCLFG have similar perceptions of the importance of literature-identified skills?
 5. Do CCSSAOs, SPAGF, and CCLGF have similar perceptions of the acquisition of literature-identified skills?

Rationale for the Study

In 1993, the Wingspread Group on Higher Education stated “(a) disturbing and dangerous mismatch exists between what American society needs of higher education and what it is receiving” (pg. 1). One of the areas that may exemplify this mismatch is the preparation of student affairs professionals for work in community colleges. The higher education literature indicates the importance of student affairs administration (Hyman, 1983; Waple, 2000), but gives only limited discussion within the context of community colleges. In the four-year college or university, student affairs administration plays an important role in students’ development and in the campus environment (Whitt, Kuh, Schuh, Kinsie & Associates, 2005). During the past three decades, graduate faculty, student affairs practitioners, and national professional associations have debated the most effective graduate education preparation for student affairs professionals (Dewitt, 1991; Gordon, Strode and Mann, 1993; Henning, 1993; Hyman, 1988; Miller and Vacek, 1996; O’Banion, 1969; Saidla, 1990; Upcraft, 1998). However, the main focus of this debate has been on four-year colleges and universities. Numerous authors

have argued that to be a successful student affairs administrator, appropriate academic preparation in student affairs administration is critical (Evans and Tobin, 1998; Fenske, 1989; Hyman, 1983; Hyman, 1988; Rentz, 1994; Stamatakos, 1981). However, no studies have addressed the formal graduate education preparation for student affairs professionals who desire to work in the community college arena, even though the community colleges are being challenged to become more “student- or learner-centered” institutions (O’Banion, 1991, 1997, 1999).

For over half a century, concerns have been raised about the need for competently trained student affairs staff (Hyman, 1983; Waple, 2000). LaBarre (1948) observed that despite increased needs for student affairs professionals no assurances could be given that the work would be done by competently trained persons unless some measure of their proficiency were designed to meet minimum qualifications. She believed that graduate programs offered the most logical place for the preparation of new student affairs professionals. Graduate faculty, senior student affairs officers, professional associations and other student affairs practitioners have examined graduate education preparation for a career in student affairs. While there is little agreement as to how to provide the “best” formal training for new professionals, several authors assert that academic preparation in student affairs administration is critical for a successful career in the field (Evans and Tobin, 1998; Fenske, 1989; Hyman, 1983; Hyman, 1988; Rentz, 1994; Stamatakos, 1981). Even though interest has been expressed and research conducted on the topic of student affairs preparation, virtually no research has been conducted in the area of graduate education preparation in the field of community college student affairs. The literature focuses primarily on the perceptions of student affairs administration faculty

members whose concentration lies in four-year institutions and four-year senior student affairs officers of what the preparation of new professionals to four-year institutions entails or the perceptions of new four-year professionals on their job duties.

In addition, the debate about graduate education preparation focused on community college leadership has grown. With the explosion of community colleges in America, there has been little examination of the academic preparation given to those who pursue careers as community college leaders. While there are graduate programs that concentrate on the development of community college executive leadership and secondly the community college professoriate, the remaining officers of the community college have been left to seek adequate graduate education preparation elsewhere. Moreover, no formal graduate programs exist for senior academic officers, business officers, development officers, or student affairs officers in the community college. The debate over the need for a concentration in community colleges versus the general education background received through higher education administration programs might lead some to wonder about the best preparation for community college leaders. Community colleges get limited exposure in current higher education administration programs. According to the ERIC website (www.ericcc.edu) on July 10, 2003, forty-eight higher education administration programs are identified as having a community college emphasis or specialization; however, on deeper investigation only 18 confer a degree specific to community college leadership. (ERIC, 2003) With the re-alignment of the federal government's Department of Education, the ERIC Clearinghouse for Community Colleges no longer exists. On January 10, 2005, the American Association of Community Colleges (AACC) website (www.aacc.nche.edu/leadership) lists over 143

higher education administration programs who self-identify to award a degree specializing in community colleges (AACC, 2005). On deeper investigation, no higher education administration programs mention preparation of community college leadership other than for executive leadership and faculty. It should be noted that AACC does not ensure the accuracy of its postings and that website postings are by colleges or departments who self-identify with higher education and community colleges. AACC does not have established criteria to determine a community college concentration for programs. The continuous development and progress of community colleges into the higher education arena adds to the popularity of programs focusing entirely on community college leadership.

In recent years, there has been considerable interest in reforms in student affairs and Bliming (2001) noted that “(s)ince the mid-1980’s student affairs has been awash with recommendations, reports, and new schemes for understanding professional practice” (p.381). He asserts, “TQM, continuous quality improvement, reengineering, benchmarking, Malcolm Baldridge National Quality Award Criteria, quality circles, and other management and leadership approaches (have been) designed to encourage higher education to function more like a business” (p.382).

O’Banion and other noted community college leaders have placed emphasis on community colleges as “student-centered” institutions (AACC, 1988; O’Banion, 1997). In the increasingly competitive higher education arena, community colleges have readily embraced the “student- or learner-centered” concept. But community college leaders understand that in order for the “learning college” to be more than a passing fad, the concepts must be continually developed and implemented on community college

campuses (O'Banion, 1997, 1999). With the amount of fluctuation in higher education leadership models and the continuing development of community colleges as “student-centered” institutions, there is an obvious gap in the research for the development of community college student affairs professionals. Moreover, the gap is evident when inspecting the skills and competencies achieved through formal graduate education to prepare new community college student affairs professionals. How can community colleges continue to make themselves “student-centered” if there is a potential gap in preparation for those who are hired to focus on accurately and competently serving the unique needs of community college students? The lack of research in the assessment of graduate education preparation offered to student affairs professionals in the community college is a limitation to the surge of “student-centeredness” in the community college movement.

Reinforcing this issue, Cohen and Brawer (1994) noted the overwhelming lack of literature on leadership preparation for community college administration. They continued by saying that no trend exists to address the increasing interest in community college leadership (Cohen and Brawer, 1994). This gap caused this researcher to examine the skills needed by new professionals using the perceptions of community college senior student affairs officers and examine the perceptions of graduate faculty in the two most common programs that prepare community college student affairs professionals – community college leadership and student affairs administration.

Cooper and Miller (1998) wrote, “Most student affairs practitioners would agree that formal academic professional education provides an excellent, perhaps essential foundation on which to build a professional career” (p.55). The following questions still

remain unanswered: Which skills and competencies are considered most important for new community college student affairs professionals? Which skills and competencies are acquired due to formal graduate education preparation programs? Is the need for certain skills congruent with the acquisition of them during graduate education? What formal academic preparation provides the best opportunity for community college student affairs professionals to acquire the necessary skills and competencies?

Limitations of the Study

This research is limited to an examination of the formal graduate preparation for new community college professionals and cannot be extrapolated for conclusions for four-year institution student affairs officers. It is bound by the limitations of all surveys that are distributed and collected through the mail. The study is limited to the responses from the community college senior student affairs officers who are members of the National Council of Student Development (NCSD). This study accepts the assumption that NCSD's more than 200 members provide a representative sample of community college senior student affairs officers with large ($>7,500$) and small ($<7,500$) colleges represented, single college and multi-college districts represented as well as colleges located in rural and urban settings. This study is limited to the responses of active graduate faculty at universities who have identified themselves to the American Association of Community Colleges (AACC) as having a community college leadership program or degree. This study is limited to the responses of active student affairs administration graduate faculty at universities with an American College Personnel Association (ACPA) recognized program. Finally, this study assumes that all responses

reflect the opinions of the targeted population and that the completed responses constitute a representative sample for each group surveyed.

Research Methodology

This study will utilize the basic competencies identified by the 1991 joint position paper of the NCSD-ACPA-NASPA, which are supplemented by suggestions from the student affairs and community college leadership preparation literature. Respondents, identified from graduate faculty of student affairs graduate programs, graduate faculty of community college programs, and senior student affairs officers in community colleges, will answer demographic questions and give their expert opinions on the current state of preparation for community college student affairs professionals. The respondents will examine each competency and determine according to their professional knowledge and expertise to what degree each competency is important to successfully perform the job tasks of community college student affairs professionals and to what degree each competency is acquired through formal graduate education preparation programs. Within each competency, differences will be analyzed by responses to “importance to a new community college student affairs professional to be successful” and “acquired through graduate education” to determine congruency and inconsistency. Responses will also be sorted according to the three sample groups to determine if there is agreement between the perceptions of graduate faculties of community college leadership programs (CCLGF) and student affairs preparation programs (SPAGF) to the perceptions of current community college senior student affairs officers (CCSSAO) on the degree to which a skill is necessary for community college student affairs professionals. Additionally, responses will be sorted according to the three sample groups to determine if there is

agreement between the perceptions of graduate faculties of community college leadership programs (CCLGF) and student affairs preparation programs (SPAGF) to the perceptions of current community college senior student affairs officers (CCSSAO) on the degree to which a skill is attained through formal graduate education.

Instrumentation

The 25 competencies in this research are organized into four major categories. The main categories are Institutional Competencies, Student and Group Programming, Student Development, and Individual Development. A brief overview and explanation of the creation of the competencies follow, including the deletion of repeated skills and the addition of skills not mentioned by the joint task force yet found in the student affairs or community college literature.

Nineteen competencies and skills have been identified from the 1991 position paper of the three professional organizations dedicated to community college student affairs. The competencies are:

1. Education Culture, including Knowledge of Higher Education, Community Colleges and Student Affairs;
2. Institutional Culture, including Institutional Mission/Objectives and Creating a Institutional Vision;
3. Personnel Management, including Hiring, Evaluation, Personnel Conflict, Diversity in the Workplace and Professional Mentoring;
4. Budgets and Financial Resources Management;
5. Physical Resource Management;
6. Leadership Theory, including Strategic Planning, Decision-Making, Responsibility and Delegation;
7. Research Models and Methods;
8. Campus and Community Relations, including Collaboration and Coalition Building;
9. Program Design and Organization, including Programming Requests, Interpreting Student Needs, Representing Students Needs to Others;
10. Program Implementation;
11. Program Evaluation/Assessment;
12. Program Revision;

13. Student Demographics and Characteristics, including Multicultural Awareness, Trends and Enrollment Data;
14. Advising Students;
15. Adjudicate Student Conduct;
16. Student Outcomes Assessment;
17. Problem Solving;
18. Technology; and,
19. Ethics. (Floyd, 1991)

In order to ensure that a concise and updated list of competencies is presented, six additional competencies were repeatedly referenced in the research literature yet were not mentioned in the 1991 position paper bringing the total list to twenty-five competencies. The additional six competencies added from the literature review are:

1. Legal Issues in Higher Education,
2. Crisis and Conflict Management,
3. Effective Oral and Written Communication Skills,
4. Personal Organization and Time Management,
5. Risk Taking, and
6. Flexibility and Adaptability.

Appendix A presents the 25 skills and competencies used in this study. It indicates the 19 competencies suggested by the joint commission of the three professional organizations of community college senior student affairs officers. Appendix A also quantifies the number of times the 19 joint-commission competencies were mentioned in the literature reviewed for student affairs and community college programs. It makes a clear case for the inclusion of the additional six that were not mentioned in the joint commission report and quantifiably justifies their inclusion by the number of times each of these additional competencies were referenced in both sets of literature. Using the foundation of joint task force skills for community college student affairs professionals and supported by the student affairs and community college literature, this study will

replicate research studies on competency research completed by Hyman (1983) and Waple (2000) with the unique application to the community college environment.

Instrument Validity

The 1991 joint commission on issues and challenges for community college student affairs professionals was composed of 52 community college student affairs leaders and community college leaders whose foundations and expertise were focused on student affairs (Floyd, 1991). It is impossible to relocate and contact all of the members of the original commission. The ten members of the original commission who responded and the responses of the current executive board of the National Council on Student Development (NCSD) whose members are leaders in the field of community college student affairs, were examined. Through this process the content validity of the instrument was addressed. They confirmed that the characteristics listed in the instrument were listed in the original joint paper, comparable to those mentioned in the joint paper or were not mentioned but were relevant given the changes to the profession since the joint paper was published. Therefore validity was confirmed using the responses of the current executive board of NCSD and those who previously contributed to the development of the joint commission position paper. Content validity is established by the extensive review of the literature. This review of the literature is organized into tables in Appendices A, B, and C.

Definition of Terms

For the purposes of clarification, the following definitions are presented:

The acquisition of a competency is defined as the exposure to the field of study related to the development of a competency for a student through graduate education.

Community college senior student affairs officer (CCSSAO) is defined as an individual who is serving as the head of a community college student affairs, student development, or student life division. “A universal title for this position does not exist; however, many people who fill this role hold Vice President or Dean titles” (Smith, 2002).

Community colleges are those accredited two-year institutions identified as receiving public funds for the purpose of granting associate degrees and technical certificates. This term, in some cases, may also apply to “technical” or “junior” colleges. The terms “two-year,” “technical,” “community” and “junior” are used interchangeably.

A community college leadership program will be defined as an American Association of Community Colleges (AACC) recognized graduate program with an established curriculum whose focus is on the community college.

A competency is a skill, knowledge or ability identified by the NCSD-ACPA-NASPA joint commission to be highly relevant for new professionals to carry out job expectations in an acceptable manner (Hyman, 1983). Competencies published by the three professional organizations have been supplemented by suggestions from the student affairs and community college preparation literature.

Congruency is defined as having a high degree to which the skill is perceived to be important for new community college student affairs professionals to be successful and high degree to which the skill is perceived to be attained through graduate education or as low degree to which the skill is perceived to be important for success and low degree to which the skill is perceived to be attained through graduate education (Hyman, 1983; Waple, 2000).

Inconsistency is defined as having a reported average of high degree to which a skill is perceived to be important for new community college student affairs professionals to be successful yet a low degree to which the skill is perceived to be acquired through graduate education or as a low degree to which a skill is perceived to be important for success yet a high degree to which the skill is perceived to be acquired through graduate education (Hyman, 1983; Waple, 2000).

A student personnel administration program will be defined as a National Association of Student Personnel Administrators (NASPA) or American College Personnel Administrators (ACPA) recognized graduate program with an established curriculum whose focus is student development and student affairs.

Graduate faculty is defined as active members of a community college leadership program or student personnel administration program that teach primarily to students who already hold a bachelor's degree. They will have obtained a terminal degree in their teaching field and be reasonably current on research and activities in their field.

Summary

This study is an attempt to identify skills and competencies that might be attained by community college student affairs professionals through graduate school preparation education and the degree to which these skills and competencies are essential for community college student affairs professionals. Community college senior student affairs officers, community college leadership program graduate faculty, and student personnel administration graduate faculty will be surveyed to compare perceptions of formal graduate education preparation for new community college student affairs professionals. Presented with a list of skills that were drawn from the literature, revised

by recent studies, respondents will be asked to rate each skill on the list in terms of (a) the degree to which it is perceived to be acquired during formal graduate school preparation while enrolled in community college leadership programs or student personnel administration programs, and (b) the degree to which it is perceived to be needed on the job.

This dissertation contains five chapters. Chapter 1 presented the research problem on which this study will focus, the purpose of the study, the rationale for the study, limitations the study has, an overview of the research methodology and instrumentation, and the definitions of terms used throughout the study. Chapter 2 reviews the literature on student personnel program preparation and community college leadership preparation. There will also be a discussion of the skills and competencies utilized by this study. Chapter 3 delineates the research methodology this study will employ. Chapter 4 will present the results of the research. Chapter 5 will draw conclusions based on the data analysis and make recommendations for future research.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter provides an overview of the literature as it pertains to the research on community college student affairs. It will identify important skills and competencies from student affairs preparation and community college leadership literature in order to establish a set of 25 skills and competencies essential for the development of community college student affairs professionals. This chapter will emphasize the specialization and contributions of both graduate preparation programs to community college student affairs. However, it will also serve to highlight the programs' shortcomings as compared to the essential competencies necessary for community college student affairs professionals. For an aspiring young professional to pursue graduate education in community college student affairs, the lack of a specialized community college student affairs program forces him/her into two obvious choices – student affairs administration or community college leadership. This choice may be frustrating for those trying to adequately prepare themselves for community college student affairs.

The first section examines the first of two community college student affairs preparation programs-student affairs preparation. It provides an overview the history of the development of student affairs including definitions, the development of student affairs leadership, and professional preparation for student affairs professionals. The next section examines student personnel administration programs, including a brief history, a development of content and competencies and skills necessary for the preparation of

student affairs officers and ends with an extension of these four-year concepts and competencies into the discussion of student affairs in the community college. This literature review will highlight the fact that student personnel administration programs specialize in preparing four-year college student services professionals, but do not emphasize the uniqueness of community colleges.

The third section examines the second of two community college student affairs preparation programs-community college leadership. This section provides a statement of the uniqueness of community colleges in the context of higher education, a justification for community college leadership programs, a brief history of community college leadership programs, and suggested competencies and skills for community college leaders. The fourth section of this chapter covers community college leadership and specific implications for senior student affairs officers, including a current profile of the current community college senior student affairs officers (CCSSAOs), roles and duties of a CCSSAO, and current qualifications of CCSSAOs. Clearly, community college leadership programs concentrate on community colleges, but these programs provide little focus on student services.

This chapter ends with identifying the 25 competencies established by the joint task force of the three community college student affairs professional associations and supplemented by skills and competencies mentioned in student personnel and community college leadership literature.

An Overview of Student Affairs

This section of the literature review examines the first of two community college student affairs preparation programs-student affairs preparation. It will establish the

terms and definitions to be used within the context of student affairs. This section also provides an overview the history of student affairs concluding with the development of leadership in student affairs, and professional preparation for student affairs professionals. Examining the history of student affairs will serve as a starting point for the discussion of community college student affairs since the concept of student affairs was introduced to higher education well before community colleges. Even though student affairs administrators were becoming accepted members of the higher education administrative team at the turn of the century, community colleges were just starting out. It will be important to show the development of four-year institution student affairs as a profession to note any differences and parallels that might be happening within the framework of community colleges, with special attention to student affairs in community colleges.

Definitions and Terminology

Many definitions have been offered for student affairs terminology, such as student development and student personnel work, and new terms continue to filter into the vernacular. For the purposes of this study the following definitions will be used. Student development has been defined by Miller and Prince (1976) as “the application of human development concepts in post-secondary settings so that everyone involved can master increasingly complex developmental tasks, achieve self direction, and become interdependent” (p.3). Berdie (1966) revisited the multiple definitions of student personnel and claimed, “Student personnel work is the application in higher education of knowledge and principles derived...particularly from psychology, educational psychology, and sociology....The student personnel worker is the behavioral scientist

whose subject matter is the student and whose socio-psychological sphere is the college” (p.147). Rodgers (1990) followed up by defining student development in relation to student affairs as “the ways that a student grows, progresses, or increases his or her developmental capabilities as a result of enrollment in an institution of higher education....Student development is synonymous with student affairs’ central, historical educational value, concern for the development of the whole student.” (p.27) Rodgers (1998) asserts that this philosophy of student development has guided student affairs practice and served as the rationale for specific programs and services since the profession’s inception. While acknowledging there are advocates for the separation in terms, the presented definitions of student personnel work and student development give sufficient reason to use student affairs as an overarching concept that embodies the other nomenclature.

History of Student Affairs

It is important to have a solid knowledge of the past in order to create or add new knowledge. Cowley (1949), Leonard (1956), Mueller (1961), Ayers, Tripp, and Russel (1966), Shaffer and Martinson (1966), Appleton, Briggs and Rhatigan (1978), Hyman (1983), Rhatigan (1993), Nuss (1996), Caple (1998), and Evans, Forney, and Guido-DiBrito (1998) have comprehensively outlined the development of student affairs. Evans, Forney and Guido-DiBrito (1998) claim that “from the paternalistic faculty authority figure who supervised Harvard students in 1636 to the contemporary student affairs professional who uses developmental theory to examine students’ human potential, student development has existed in some configuration, from cryptic to sophisticated, since the beginning of American higher education” (p.3).

Since American higher education was founded with a religious emphasis at private institutions, student services began as an outreach of faculty and presidents to control student behavior and maintain the pious attitude and diligence of academia. Before the development and acceptance of student affairs officers in the administrative structure, trustees, presidents, teaching fellows, tutors, ushers and masters, stewards, and student monitors carried out the various welfare and discipline programs for students in early American colleges (Leonard, 1956). This precursor to the modern student affairs officer's responsibilities focused primarily on student discipline and, secondarily, on general student welfare. "Until about 1962... (d)iscipline was the primary reason for staff interaction with students outside the confines of the classroom" (Hyman, 1983, p.17). Hyman (1983) supports Leonard's theory when he noted that the most pressing need in student personnel at the beginning of higher education was the supervision of students' lives outside the classroom. Smith (2002) adds that to protect the general interests of the university, the Dean of Students acted *in loco parentis* to ensure the students' adherence to the rules of the university in absence of their parents.

Shaffer and Martinson (1966) claim that the Land Grant Act of 1862 brought about an abrupt change in the emphasis of higher education and the overwhelming need to deal with large numbers of relatively heterogeneous students. Dinnimen supports the idea that the Land Grant Act served as a catalyst for student affairs. Dinnimen (1977) noted that a major shift in student affairs occurred because of changes brought about in society by the Civil War. He points out that pre-Civil War colleges focused on student growth under the rigidity of a religious and morally upright life, while after the Civil War, with the student demographic changes and the importance placed on higher

education by previously rejected sectors of society, the professional roles of presidents and faculty made them unable or unwilling to perform the disciplinary roles necessary for student development (Dinnimen, 1977).

Based on Dinnimen's statements, Hyman (1983) concluded "these [post-Civil War] developments brought with them a different set of student needs that required staff attention in more diverse ways."(p.18) He denotes the beginning of student affairs as a profession to the appointments of the first deans of men and women around the turn of the century. Hyman indicates the creation of the Dean of Men or Dean of Women administrative positions was caused by the needs of the expanding heterogeneous population and the reluctance of faculty and administration that had previously handled student matters (Hyman, 1983). In the 1890's, student affairs leadership positions gained popularity in universities and colleges causing student affairs to begin its path towards permanence and prominence in higher education (Scharre, 1996).

Eddy (1977) and Appleton, Briggs, and Rhatigan (1978) identified factors that contributed to the origins of student personnel work.

1. The development of land grant institutions and the rise of public colleges and universities
2. Increasing enrollments and accompanying increase in heterogeneity of student populations
3. Social, political, and intellectual ferment in the nation
4. Rise of coeducation and increase in the numbers of women entering institutions
5. Introduction of elective systems in higher education
6. Emphasis on vocationalism over traditional liberal arts
7. Impact of science and the scientific method
8. Emerging signs of fundamental struggle between empiricism and humanism
9. Correlation between intellectualism and impersonalism on the part of faculty educated in German institutions
10. Expanding industrialism and urbanization
11. The view of higher education as a social status phenomenon
12. Establishment of a true university system

13. Impact of liberal immigration laws in the U.S.
14. Changing roles of students in higher education (p. 19).

Even though student affairs had its beginnings in enforcing codes of conduct and punishing rule-breakers, the concept of dealing with student discipline evolved into the development of students via a more holistic approach. The tendency of college administration during the beginning twentieth century was to recognize and provide for all aspects of each individual. Blaesser (1945) noted that administration and faculty needed to dedicate themselves to a philosophy that addressed all the needs of the individual student. Smith (2002) asserts that this holistic student approach is a plausible explanation for the increased popularity in student affairs positions in higher education.

In recent years, there has been considerable interest in reforms in student affairs and Bliming (2001) noted that “(s)ince the mid-1980’s student affairs has been awash with recommendations, reports, and new schemes for understanding professional practice” (p.381). He asserts, “total quality management (TQM), continuous quality improvement, reengineering, benchmarking, Malcolm Baldridge National Quality Award Criteria, quality circles, and other management and leadership approaches (have been) designed to encourage higher education to function more like a business” (p.382).

Development of Student Affairs Leadership

Initially, the dean of students position was neither well-defined nor uniform from institution to institution. The roles assumed by the senior student affairs officers varied according to the size and maturity of the institution. McGinnis (1934) noted that in small colleges, deans were concerned more with discipline and advising while student affairs officers in large colleges had a broader-reaching role that was closer to the chief executive managing more area of the university as well as holding extensive powers. In

an initial attempt to bring the position of deans of students into a unified concept, Garner (1935) conducted a nationwide study where he outlined fifty-four possible duties and asked responders to identify their primary duties. Deans of students reported that discipline was the primary duty. Other major duties, such as supervising of housing, fraternities, and student government (student life), conducting research in the area of student problems, conducting orientations for incoming freshmen (admissions), and enforcing payment of student debts (student financial services) were secondary. Lange (1944) followed up Garner's report by noting, "the dean of students is emerging as a major administrative officer charged with the responsibility of coordinating all personnel services on campus" (p.383).

The need for uniformity to define a student affairs division is still underway. Today's student affairs division is most likely composed of the following departments: Residence Life, Career Services, Recreation and Sports, Judicial Affairs, Counseling and Health Services, Student Union and Activities, and Advocacy officers for women, minorities, international students, adult learners, and Greek affairs. Rentz and Saddlemire (1988) noted other various responsibilities of the senior student affairs officer in addition to the ones listed above: Academic Advising, Admissions and Enrollment Management, Student Financial Aid, and Orientation.

Even though senior student affairs officers have become an important part of the higher education leadership, there is a lack of uniformity in the position title as well. Crookston (1974) wrote that no less than seven separate distinct titles were utilized to identify the position. While the terminology included student affairs, student services, student personnel, and dean of men/women, student life, and student development,

Crookston reported that the most commonly used title was dean of students. Compounding the issue of non-uniformity, Hunter and Comey (1991) indicated over 215 different titles exist for student affairs professionals in general. Fenske (1989) attributes this variation to the lack of uniform functional roles. While this lack of a universal title hurts the overall perception of student affairs, it leads one to wonder about the acceptance of community college senior student affairs officers who have a much more concentrated and coherent institutional role. Establishing standards of accountability in graduate programs that prepare new professionals is one way that the profession can retain its due respect.

Accountability with student affairs has been advanced through the development of the Council for the Advancement of Standards for Student Services/Development Programs (CAS). Bryan, Winston and Miller (1991) supported CAS asserting that the CAS standards “(provide) a much-needed focus, direction, and perspective to student affairs practice. (CAS standards) also proffer a guiding vision of substance and integrity and stable and permanent criteria against which to measure out-of-class education, involvement, and learning pertaining to student development” (p.16).

In 1937, the American Council on Education released The Student Personnel Point of View establishing a philosophy for student affairs as the support of higher education’s basic principles: preservation, transmission and enrichment of culture by developing scholarship, research and improving the human condition. This published statement allowed student affairs professionals to embrace the concept of holistic student development and student personnel from not only the individual student perspective but the group perspective as well (Waple, 2000). Revised in 1949, The Student Personnel

Point of View was so established and prevalent by 1964 that Cowley concluded that student personnel work was complementary, rather than core, to the mission of higher education since the mission of student personnel work was the development and organization of nonacademic programs and services for students. However, Bryan, Winston and Miller (1991) disagreed with Crowley and asserted that the 1986 CAS standards (revised in 1998 and 2001) enabled student affairs to align its programs from periphery to the mission of an institution to part of the core of an institution.

Astin and Christian (1977) reinforced this perception of student affairs being closer to the core of the mission of higher education with this research indicating that “presidents, senior academic officers, senior student personnel officers, and registrars are most accurate in their estimates (of basic institutional facts), whereas directors of development show the greatest degree of error” (p.400). Smith (2002) attributes student services being closer to the institutional core missions due to the comprehensive nature of graduate preparatory programs claiming that the “programs in which they obtained their credentials truly prepared them for their daily work” (p.11). Townsend and Mason’s (1990) research supported Smith’s assertion when they stated “over 70% of [higher education doctoral students] found their work to be ‘highly relevant’ or ‘relevant’ to their subsequent professional duties” (p.75).

In support of student affairs as a respected division of higher education, Pascarella and Terenzini (1991, 2005) provided documented research of the effects of student affairs departments to educational attainment, identity development and self-esteem. Residence environments, peer relationships, and extracurricular involvement were found to positively contribute to the retention and completion of a Bachelor’s degree and personal

growth for college students. While measuring the total effect of college on students, Pascarella and Terenzini (1991) single out activities within the realm of student affairs as being a "make it or break it" for many students. With research documenting the numerous benefits of student affairs divisions on college students, the preparation of the personnel within the student affairs divisions must naturally become important as well.

This section reviewed the development of four-year institution student affairs as a profession. It will be used to note differences and parallels within the framework of community college leadership. The continuation of this review concentrating on student affairs administration programs will pay special attention to the comparison to student affairs in community colleges, especially with respect to the skills and competencies utilized by student affairs researchers.

Student Affairs Administration Programs

Student affairs has been preoccupied with professional preparation for twenty years (Young, 1993). "In 1970, 1,362 master's and 195 doctoral students received degrees related to student affairs, marking the peak period of graduate enrollment in the profession" (Young, 1993, p.247). By the mid 1970's, dean of students positions had become established administrators in most higher education institutions.

Since the establishment of the first formal student affairs training at Teacher's College, Columbia University in 1913 (Barry and Wolf, 1957; Klopf, 1963; LaBarre, 1948; Lloyd-Jones, 1962), the rise and fall of student personnel preparation programs has been under review. The American College Personnel Association (ACPA) created Commission XII to address the issue of preparation programs. Using an established set of criteria for programs, ACPA has documented the number of institutions with student

personnel programs that meet their established standards as shown in Table 1 (ACPA, 2005).

Table 1. Number of Student Personnel Programs Recognized by ACPA by Year

<u>Year of Publication</u>	<u>Number of Programs Listed</u>
1968-69	74
1973	106
1990	87
1994	84
2003	98

*Note that the programs listed by ACPA are only those who meet the established ACPA criteria. (ACPA, 2005)

The National Association of Student Personnel Administrators (NASPA), one of the major student affairs professional organizations, also developed a list of student affairs preparation programs. In 2005, NASPA reported that there are 186 institutions with college student personnel preparation programs. However, neither ACPA nor NASPA indicate if any of the graduate preparation programs have an emphasis of student affairs in community colleges. The National Council on Student Affairs (NCSD), the professional organization for community college student affairs officers, does not have a list of criteria for recognizing programs nor a listing of institutions that have a community college student affairs emphasis.

History of Student Personnel Programs

Cowley (1964) was the first to document the history of student personnel. A review of the literature reveals several defining moments in the early 1900s that set student affairs on its current path. They are:

1. The first program in Student Personnel Work was established at the Teacher's College, Columbia University in 1913 and the first Master of Arts degree and the Diploma of Dean of Women was conferred in 1914 (Lloyd-Jones, 1962).
2. Ohio State University brought together seven directors of student unions to discuss problems issues and concerns in 1914 (Cowley, 1949).

3. Even though they had met since 1903, the National Association of Deans of Women was formally established in 1916 (Cowley, 1949).
4. Lois Matthews Rosenberry published the first handbook for the profession, The Dean of Women, in 1915.
5. The formation of the National Association of Deans of Men in 1917 (Turner, 1968).

The first program concentrating in the preparation of student affairs officers was established in 1913 and research into what was taught to those initial pioneers of the field should allow us to examine and compare to today's curriculum. The curriculum of the first student personnel work program, McEwen and Talbot (1998) report, consisted of common course topics, such as personal hygiene, sex education, educational psychology, history of family, educational sociology, the philosophy of education, management of the school, problems in administrative work and psychology of religion. A practicum was also required for women to address the problems and issues that they might encounter.

Research completed in 1946 found that 50 institutions had college-level personnel work and 37 offered a graduate degree (LaBarre, 1948). Wrenn (1949) suggested a curriculum for student affairs administration programs that suggested student development in the following areas: a) skills for individual communication, including counseling, b) organizational structures and management, and c) awareness of values.

Student Affairs Preparation Curriculum Content, Competencies and Skills

The student affairs profession has been concerned about the training of new professionals in the field for over 30 years. Professional preparation for a career in student affairs has been discussed among preparation program faculty, senior student affairs officers, professional associations, and student affairs practitioners during the past three decades. While there is dissension about how to proceed with the best training for "new" student affairs professionals, many authors have concluded that academic

preparation in student affairs is critical for a career in the field. It must be acknowledged however that there is a dispute if the entry-level student affairs workers actually possess the identified competencies, or that academic preparation programs have adequately prepared their graduates for work in the field.

The first three of the five attempts to standardize curriculum for student personnel administration preparation programs are no longer used. The first, Student Personnel Point of View (1937), documented the philosophical foundation for the preparation and practice in student affairs. The second attempt was by the Council of Student Personnel Associations (COSPA) in 1949, revising the Student Personnel Point of View foundations and provided additional details. COSPA recommended core courses and subject matter to be covered in those core courses. Nuss (2003) notes that both versions of the 1937 and 1949 Student Personnel Point of View influenced the development of student affairs as we know it today and persist today as guiding assumptions. Nuss (2003) states that on the fiftieth anniversary of the Student Personnel Point of View, in 1987, NASPA issued A Perspective on Student Affairs, a report that updated the function of student affairs in higher education but also stated that student learning should be supported external to the classroom, through personal circumstances and student involvement.

Tomorrow's Higher Education (T.H.E.) Model, the third effort of curriculum standardization for student personnel work, defined four areas of student personnel that should be included in the preparation of future practitioners: a) domains of student development, b) college populations, c) intervention competencies and functions, and d)

evaluation (Miller and Prince, 1976). Brown's (1972) monograph on T.H.E. focused attention on the development of the whole student rather than just housing or activities.

The Council of Accreditation of Counseling and Related Education Programs (CACREP), the fourth push to establish curriculum uniformity, modernized the standards for student personnel programs in 1981 and can be seen in a few student affairs preparation programs today. CACREP established the admissions criteria and program standards for counselor education programs concentrating on public school counseling, community and agency counseling. It was not until 1985 when ACPA assisted the CACREP that student personnel programs were specifically included into the CACREP. The fact that CACREP and ACPA set standards with a counseling emphasis and only addressed student personnel programs housed in counselor education departments has caused concerns among graduate faculty. Many feel like counselor-oriented accreditation neglects the unique aspects of student personnel and its role in higher education (Miller, 1991).

To address these concerns, in 1986, the Council for the Advancement of Standards (CAS) brought together 22 professional associations to develop guidelines for student services preparation programs leading to the current model for student affairs programs (Ebbers and Kruempel, 1992). They acknowledged counseling as an integral part of the training for student personnel workers, but added study of student development theories and experience with administrative issues to the standards. CAS also created an evaluation of each area based on coursework, practical experience, program faculty, student-to-faculty ratios and available resources. Updated in 2001, CAS currently identifies 29 functional areas of higher education programs and services and

provides direction and strategy for professional practice (CAS, 2001). However, despite support from the 22 participating agencies, this current effort is limited in its potential to bring about change since CAS is not an accrediting body and can assert no authority over programs to comply with its standards.

Recently, professional organizations have conducted research and published reports on how student affairs professionals and others can create an environment that is focused on the development of the student and enhancing student learning. In 1994, ACPA published the Student Learning Imperative, which asserted that until the campus community as a whole was centered on student learning and accepted the responsibility of it would student affairs be able to make significant progress in improving an environment conducive to student learning (ACPA, 1994). Nuss (2003) points out that the Student Learning Imperative and NASPA's Reasonable Expectations in 1995 led to the joint publication of Principles of Good Practice for Student Affairs in 1997.

Many different authors have chosen to concentrate not on a uniform curriculum but the individual competencies to be acquired during this formal academic preparation. While these competencies have provided a standard in which student affairs preparation programs can measure their effectiveness in preparing "new" student affairs professionals, a review of the student affairs literature found few studies that investigated the perceptions of the graduate preparation faculty, the entry-level student affairs workers, and the supervisors of entry-level personnel. This establishment of a set of competencies that graduates should have attained during the student affairs graduate programs leads this researcher to also examine those student affairs competencies within the context never explored – community colleges.

The argument over what constitutes an appropriate graduate degree program in student affairs has been debated in the literature (Dewitt, 1991; Gordon, Strode and Mann, 1993; Henning, 1993; Hyman, 1983; Miller and Vacek, 1996; O'Banion, 1969; Penn and Trow, 1987; Saidla, 1990; Stamatakos, 1981; Upcraft, 1998). For four-year institutions, Hyman (1983) identified three different types of graduate programs that typify how student affairs professionals are prepared. Some graduate programs have been designed with an emphasis on counseling—believed to be the graduate education preparation ingredient most necessary to ensure adequate preparation and performance by new student personnel practitioners (Hyman, 1983). Others disagree with the counseling emphasis. They believe that the most necessary ingredients of a graduate education program to be successful are the history of higher education and theories on student development (O'Banion, 1969; Rodgers, 1989; Widwick and Simpson, 1978). The third method of preparation used by graduate education programs is to concentrate on the building of competencies and skills necessary to be successful in the field and many student affairs researchers assert this is the best method to prepare student affairs professionals (Dewitt, 1991; Gordon, Strode, and Mann, 1993; Henning, 1993; Hyman, 1983, 1988; Miller and Vacik, 1996; Penn and Trow, 1987; Saidla, 1990; Stamatakos, 1981; Upcraft, 1998). Designing curriculum and appropriate experiences for adequate student affairs graduate education preparation programs that will result in the possession of the appropriate skills and competencies is the responsibility of both the program graduate faculty and the practitioners (McEwen and Talbot, 1998). Although the need for formal graduate education has been recognized in the field of student affairs

administration, what constitutes sufficient or quality preparation for the field is still debated.

During the last two decades several researchers, practitioners, and program faculty have identified and developed essential core categories for graduate education student affairs programs. A detailed examination of the authors, their proposed competencies for new student affairs professionals, and a table comparing these identified competencies appears in Appendix B. Miller and Prince created the initial framework used in the development of graduate education preparation programs in 1976. The Tomorrow's Higher Education (T.H.E.) Model, commissioned by the American College Personnel Association (ACPA), stressed the importance of key categories for student affairs professionals: goal setting, assessment, instruction, consultation, management, and evaluation (Miller and Prince, 1976).

Delworth and Hanson (1989) condensed their original ten core areas for graduate education in student affairs into four major topic areas: assessment and evaluation, instruction, consultation, and counseling and advising all constituting a more complex competency area of program management. Delworth and Hanson's four core areas also allowed the profession to evolve to meet the changing needs of the profession.

The Council for the Advancement of Standards in Higher Education (CAS) identified the purpose for formal graduate education preparation programs in student affairs administration:

A master's degree in college student affairs connotes education leading to established minimum essential competencies, knowledge, skills, attitudes, and values appropriate to professional practice in the field. Preparation for practice in student affairs requires knowledge of the foundations of higher education and student affairs; knowledge of professional practice including student development theories, college student characteristics, and effects of college on students,

individual and group interventions, organization and administration of student affairs, assessment, evaluation and research; and supervised practice that includes proficiency in appropriate educational skills and competencies. (CAS, 1992, p.3)

Based on the 1992 CAS standards, McEwen and Talbot (1998) identified three essential curriculum components for student affairs graduate education programs: foundational studies, professional studies, and supervised practice. Under the area of foundational studies, they included the history of higher education, educational philosophy, research methods, history and philosophy of student affairs and human development and ethics. Professional studies should include student development theory, student demographics and the effects of college on students, as well as individual, group, and organizational interventions, organization and administration of student affairs, and assessment, evaluation and research. Assistantships, internships, fieldwork and supervised practicums were sub-grouped under supervised practice. McEwen and Talbot asserted that competence in each of these three areas represented the minimal amount of knowledge to be attained by graduate students studying student affairs administration.

Graduate education programs that concentrate on the previous core categories should adequately prepare new student affairs professionals; however, not all programs are built on a common core curriculum. Much attention and debate has been raised about whether student affairs graduate programs are preparing new professionals with the competencies needed for a successful career in student affairs (Penn and Trow, 1987; Stamatakos, 1981; Upcraft, 1998). Since this debate has been focused entirely on the effectiveness of graduate programs which prepare four-year college student affairs professionals, the assumption has to be made that either the same debate occurs in

community colleges or that no research has been conducted on the successful graduate education preparation for community college student affairs professionals.

Student Affairs in the Community College

With the development of community colleges in the early twentieth century, the duties of community college senior student affairs officers closely resembled those of their four-year counterparts (Smith, 2002). As community colleges rapidly expanded across the nation in the 1970s and 1980s, a new core mission for community colleges emerged that embraced the ideals for student development work. Currently many community colleges hail themselves as “student- or learner-centered” colleges (O’Banion, 1991, 1997, 1999). No explicit history of community college student affairs exists, but it can be pieced together by references to community college in the student development movement or by references to student affairs in the community college movement.

The importance of student affairs in community colleges is clearly stated by Pascarella and Terenzini (1991, 2005). Peer interaction and extracurricular activities have a positive effect on two-year degree completion. In four-year institutions, much of this effect is attributed to interaction and activities centering around residence halls (Pascarella and Terenzini, 1991, 2005). Unfortunately, community college students are less likely to transfer to a four-year institution and complete a bachelor’s degree. Pascarella and Terenzini comment that one of the major contributors to this articulation and completion gap is that few community colleges have residence life programs and the majority of community college students tend to enroll part-time and live off-campus (1991, 2005).

Cohen, Brawer, and Associates (1988, 1994) wrote about the unique nature of community colleges and they assert that the fastest growing area of the community college is student services. They observe, however, that not all areas of student services are growing and that services for commuting students and the expansion of services from campus to the community have been adapted from four-year colleges (Cohen, Brawer, and Associates, 1988, 1994).

Mattox and Creamer (1998) praised the significant strides made by community college senior student affairs officers (CCSSAOs). The authors cite a 1972 study by Matson, and compare the results of their own research with Matson's findings. These authors found that, while the duties of SSAOs, defined decades earlier, had remained an integral part of the daily work of student affairs, many other services had been added to the under the control of SSAOs of the 1990s. The following services were added during the thirty-year lapse between the two studies: enrollment services, student development, special support services (child care, health care, etc.), college mission, educational technology, partnership development, and student outcome assessment.

An Overview of Community College Leadership

The third section of this chapter examines the second of two community college student affairs preparation programs-community college leadership. This section will state the uniqueness of community colleges in the context of higher education. Moreover, this uniqueness of community colleges provides its own justification for community college leadership programs versus more generalized higher education administration programs. While this section provides an overview of community college leadership preparation programs, it will include a brief history and curriculum outline for

formal graduate preparation in the field. This section concludes by noting the strength of community college leadership programs, but lacking in the formal training in student affairs theory.

The Uniqueness of Community Colleges

Public community colleges were started either as an extension of four-year colleges, advocated by William Rainey Harper, or the extension of two more years of high school, championed by David Starr Jordan. The image and concentration of public community colleges has evolved from being a second-class higher education institution to a comprehensive college with a mission to serve the educational needs of communities and provide a way to close the gaps that occur partly due to four-year institution academic standards (Witt, Wattenbarger, Gollattscheck and Suppiger, 1994).

Community colleges have added a unique specialization to the more generalized higher education administration preparation programs. What makes community colleges unique? Ratliff (1989) justifies the special consideration of community colleges in higher education literature. In 1989, he asserted that 1) more than 1200 of the 3200 higher education institutions are community colleges; 2) community colleges award a unique degree that is the primary focus of academic achievement – the Associates degree or technical certificate; 3) community colleges are composed of unique student and faculty populations; and 4) community colleges serve a geographic area or specific definable community. According to The Chronicle of Higher Education, there are 1085 public community colleges within the more than 4100 institutions of higher education (2004).

Fields (1962) noted that while there are similarities between community colleges and four-year institutions, the approach that community colleges are making to address

concerns about their student enrollment and the communities that they serve made real differences in higher education institutions. Warren (1985) clearly outlined the differences between students at community colleges and other higher education institutions with regard to sex, age, enrollment status (full-time vs. part-time), race and ethnicity, academic ability, social class and educational purpose. Kim (2002) noted

Approximately one half of all African-American, Native American, and Hispanic college students are enrolled at a community college. The student population consists primarily of commuter students and a large percentage of students attend part time. Almost one-half (46%) of first-time entrants into community colleges enroll part-time, compared to (11%) of first-time students attending public four-year institutions. Thirty-five percent of first-time entrants in community college work full-time compared to 11% in the public four-year institutions (p.75).

In addition, the American Association of Community Colleges (AACC) reported that in 2000, 46% of the community college student population is 25 or older and the average student age in the community college is 29.

Cohen and Brawer (1988, 1994) noted differences between community college faculty and four-year institution faculty. Community college faculty is more likely to have a lower educational attainment. Master's degrees serve as the acceptable teaching credential. Faculty members in community colleges are less likely to join academic professional organizations. Community college faculty is more likely to be unionized as well. American Association of Community Colleges (AACC) reported that there is a difference in faculty salary and tenure rates between community college and four-year faculty (AACC, 2000).

While no administrative comparison studies between community colleges and four-year institutions have been completed, it would stand to reason that since the colleges have smaller enrollments and the characteristics of the students are different, the

organization of community colleges would be smaller and require less top-level administrators, such as vice presidents and deans yet comparable hands-on student affairs personnel not to mention a general customer service and student affairs familiarity by all staff regardless of position. The prominence of functions centered on community services, such as GED programs, continuing education (non-academic credit), or technical preparation would also dictate a difference in organizational structures as well (Hankin, 1989).

Community College Leadership Preparation Programs

George Vaughn, an acknowledged leader in the community college administration literature, writing about the preparation of executive, presidential, and academic affairs leadership adds support to the argument that community colleges are concerned about the preparation of their leaders. Vaughn (1986) presented a demographic description of community college presidents. His analysis of the senior academic officer (1990), often known as the “springboard” to the presidency, and revision of his previous work for the community college presidency in the new millennium (1998) helped define and standardize those key positions. Vineyard (1993) extended Vaughn’s work by examining the community college chief executive officer. “These texts provide helpful information for all persons concerned with higher education, especially for those who aspire to either office in the future” (Smith, 2002). However, Smith (2002) continues by noting the peculiar absence of research or analysis of graduate education preparation for community college student affairs officers.

In the 1960’s and 1970’s Kellogg funding established or strengthened ten graduate degree-granting institutions in community college leadership programs,

including the Community College Leadership Program at the University of Texas. While some have been dismantled or downsized, there are strong community college leadership programs that are still active (Anderson, 1996). Community college leadership preparation programs are one of the two widely accepted academic preparation curricula that an aspiring community college student affairs officer might pursue. Notable community college leadership programs, such as the University of Texas at Austin, concentrate on preparing community college chief executive officers and presidents. Recruitment literature for the University of Texas, appearing regularly in The Chronicle of Higher Education, Community College Times, Community College Week, and various community college periodicals, describes the number of leadership positions that community college leadership program graduates currently hold. While claiming an impressive list of chancellors, presidents, and academic affairs officers, the University of Texas literature mentions very few senior student affairs officers (Manzo, 1996). Most community college leadership programs follow this trend of attracting potential community college senior executive officers. This adds evidence that even within community college leadership programs, non-presidential-aspiring officers in community colleges are left to their own devices.

Keim (1992) listed thirty-one institutions self-identified as having a community college education emphasis in the 1990s. However, upon further review, only twenty-one deserved the recognition of community college leadership or administration programs. The other ten programs initially listed focused on the more general higher education administration or community college teaching. In 1997, The College Board

added eleven more institutions to Keim's list that self-identified to train community college leaders.

It should be noted that community colleges get limited exposure within current higher education administration programs. Even with that stated, according to the ERIC website (www.ericcc.edu) on July 10, 2003, forty-eight higher education administration programs are identified as having a community college emphasis or specialization yet on further investigation only 18 confer a degree specific to community college leadership (ERIC, 2003). With the re-alignment of the federal government's Department of Education, as of 2004, the ERIC Clearinghouse for Community Colleges no longer exists for further updates. However, on January 10, 2005, the American Association of Community Colleges (AACC) website (www.aacc.nche.edu/leadership) listed over 143 higher education administration programs who self-identify to award a degree specializing in community colleges (AACC, 2005). However, on further investigation, approximately one-third of these programs have nothing more than a few classes on community colleges or classes in which a concentration of self-guided research may be focused on community colleges. AACC claims no responsibility for inaccurate information obtained from their website about these programs. It is important to highlight that no higher education administration programs, either from the 2003 ERIC list or AACC's website, mention preparation of community college leadership other than for executive leadership and faculty. The continuous development and infiltration of community colleges into the higher education arena continues to increase the demand for programs focusing on community college leadership.

Curriculum of Community College Leadership Programs

While community college leadership curriculum is concentrated in community college history, unique community college issues and challenges, and changing community college student demographics, most community college leadership programs include an overview of the history of higher education, student affairs in higher education, current research issues in higher education, higher education finance, law and legal issues in higher education, and organizational and personal leadership. Most of the topics covered in community college leadership programs have specific courses for the examination of community colleges and their role in higher education in order to prepare executive leaders, but there are no established community college leadership programs that concentrate on student affairs, the specific nature of community college student development or designing programs addressing the unique needs of community college students.

In light of Smith, Vaughn and Vineyard's research supporting the establishment of community college leadership preparatory programs, the debate about graduate education preparation focused on community college leadership continues to grow. With the explosion of community colleges in America, there has been little examination of the academic preparation given to those who pursue careers in community colleges. While there are graduate programs that concentrate on the development of community college executive leadership, the remaining officers of the community college have been left to seek adequate graduate education preparation elsewhere. Moreover, no formal graduate programs exist for senior academic officers, business officers, development officers, or student affairs officers in the community college. The debate over the need for a

concentration in community colleges versus the general education background received through higher education administration programs continues to grow. It is fueled by the attempts of certain authors to identify outstanding community college presidents and common characteristics and skills they possess.

O'Banion and others noted community college leaders have placed emphasis on community colleges as "student-centered" colleges (AACC, 1988; O'Banion, 1997). In the increasingly competitive higher education arena, community colleges have readily embraced the "student- or learner-centered" concept. But community college leaders understand that in order for the "learning college" to be more than a passing fad, the concepts must be continually developed and implemented on community college campuses (O'Banion, 1997, 1999). With the amount of fluctuation in the structure of higher education leadership models and the continuing development of community colleges as "student-centered" institutions, there is an obvious gap in the research for the development of community college student affairs professionals and the skills and competencies to be acquired through formal graduate education. Moreover, the gap is evident when inspecting the skills and competencies achieved through formal graduate education to prepare new community college student affairs professionals.

Pascarella and Terenzini (1991, 1997, 2005) stated that the two-year community college has clearly played a major positive role in the social mobility of many individuals. Additionally Pascarella and Terenzini insist that living on campus versus commuting to campus positively influences the development of student values, attitudes and psycho-social development. Identifying community colleges within the third of higher education institutions which do not have residential facilities and will most likely

never have them, Pascarella and Terenzini state that “developing programs and policies that approximate the student involvement facilitated by residential living is a major challenge for those who educate commuter students or who administer commuter campuses” (1997, p.277).

While community college leadership curriculum addresses community college history, unique community college issues and challenges, and changing community college student demographics, most community college leadership programs also include an overview of the history of higher education, student affairs, current research issues, finance, law and legal issues, and organizational and personal leadership. Most of the topics covered in community college leadership programs have specific courses for the examination of community colleges and their role in higher education in order to prepare executive leaders for the unique environment of community colleges, but there are no established community college leadership programs that concentrate on student affairs.

For an aspiring young professional to pursue graduate education in community college student affairs, the lack of a specialized community college student affairs program forces him/her into two obvious choices. Community college leadership programs rely on their strength in community colleges but provide little focus on student services. Student personnel administration programs specialize in preparing four-year college student services professionals but do not emphasize the uniqueness of community colleges. This choice may be frustrating for those trying to adequately prepare themselves for community college student affairs.

The Community College and Student Affairs

The fourth section of this chapter covers community college leadership and specific implications for senior student affairs officers. This section examines the current profile of the current community college senior student affairs officers (CCSSAOs). It will highlight the current qualifications of CCSSAOs. This section ends with a review of leadership with the context of community colleges and students affairs. This section will reinforce the assertion that community college leadership programs concentrate on community colleges, but these programs lack a uniform focus on student services.

Profile of the CCSSAO

Scharre (1996) and Smith (2002) utilized George Vaughn's Career and Lifestyles Survey (CLS) to define a CCSSAO professional profile. Vaughn (1986) initially used the CLS for the profile of presidents and senior academic officers. Smith and Scharre used the CLS for to compare the CCSSAO profile with that of presidents, senior academic officers and Vineyard's chief executive officers. While limited to the community colleges throughout the southeastern United States, the profiles provided can give a clear picture of the current state of community college student affairs leadership.

Smith (2002) found that the average age of CCSSAOs is almost 48 years old. CCSSAOs are predominantly white males according to Smith's results; however, research indicates that the future is changing for student affairs administration. More women are joining the leadership ranks and while women generally remain scattered in leadership roles throughout student affairs, the percentage of women in mid-management positions is increasing (Guido-DiBrito & Notebloom, 1996). Demographically, more than half of those Smith (2002) surveyed serve as CCCSAO in the state where they

graduated from high school. Interestingly, over forty percent of the CCSSAOs attended a community college.

Academically, community college senior student affairs officers are behind their four-year counterparts. Smith (2002) notes that fifty-one percent have master's degrees, while forty-two percent earned doctorates, primarily in education administration. In comparison, Lunsford (1984) reported that over half of all senior student affairs officers in four-year institutions have attained a terminal degree: either a Ph.D. or an Ed.D. Smith (2002) insists that the Master's degree is still the most widely accepted academic credential and that 33.8% of the southeastern United States CCSSAOs majored in education administration with counseling coming in second at 24.4%. This is lower than the 50% of four-year institution SSAs that held a doctoral degree in Education Administration with an additional 25% holding a doctoral degree in Counseling reported by Lunsford (1984).

Smith continues stating that the average CCSSAO in the southeastern United States has nearly ten years of experience and reached his or her leadership position at just over the age of forty. Almost two-thirds (62%) have held other leadership positions while almost seventy percent were considered for their CCSSAO positions while holding an office in the same community college. As compared to their two-year counterparts, only 54.1% of four-year SSAs were internally promoted (Lunsford, 1984). While more than seventy percent of CCSSAOs have teaching experience, fewer than twenty-five percent currently teach. Ninety-three percent of CCSSAOs consider their jobs to be moderately or highly stressful, yet over half report that they are so satisfied with their positions that they are not likely to seek another position (Smith, 2002).

Lunsford (1984) gave another insight to four-year senior student affairs officer development that may prove interesting for comparison to their community college counterparts

A clear path to the position of CSAO emerged. The road to the position is paved by experience in student affairs administration above the functional director's level. It seems reasonable to conclude that aspirants should seek to de-specialize after gaining a suitable level of professional experience in their specialty areas while working on their terminal degree (p.53).

The CCSSAO should possess other virtues as well. Carpenter, Guido-DiBrito, and Kelly (1987) explained, "Expertise in student development, person-environment interaction, assessment, interpersonal relations, and group processes are possible antidotes for many of the problems in today's higher education" (p.6).

Sandeen (1991) argued that extensive skills in decision-making and management are essential for those who serve in any senior student affairs position. He goes further to explain that all senior student affairs officers must have well-developed mediation abilities and academic credentials that will assure acceptance by the faculty. Moreover, he highlights the following three factors that have proven to be successful by professionals in the field—ability to deal positively with stress, courage, and integrity (2001). SSAOs are very visible administrators and require patience, self-confidence, and a sense of humor (Sandeen, 1991).

Leadership and the SSAO

Komives and Woodard (1996) gave the following explanation of leadership in the context of student affairs:

Leadership is a relationship; it is not the 'property' of any individual. Leadership tasks are accomplished by both leaders and followers – followers are an essential part of the equation. The role of the leader is to serve followers and empower them to become leaders themselves. Second, leadership is about change. For

both leaders and followers, change begins within and then emanated outward into the community. Leadership requires critical reflection and analysis in order to determine if the vision of change being pursued is elusive or if it eludes or diminished some members of the community. Third, leadership, can be done by anyone, not just people who are designated leaders (p.305).

In order for CCSSAOs to maintain their level of importance in their institutions, Miller (1984) suggests that they should develop divisional goals in harmony with the institutional mission and be a champion for student affairs division goals. They should also be able “to create a community among his or her colleagues in order for college student development to start and succeed” (p.258).

Smitter (1998) suggests that student affairs administrators might be most effective when they provide quality and diverse co-curricular opportunities. “Since student affairs programs are so diverse on our nation’s campuses the opportunities for them to grow and expand is evident. Student affairs programs will be continued as long as the demand from incoming students persists” (Smitter, 1989, p.4).

Clement and Rickard (1992) identified three characteristics of effective leaders in student services: integrity, commitment and tenacity. They outline the keys to effective leading: “value-driven leadership, clear values, a vision for improvement, and actualization of those agendas” (p.61). They further advised “effective leaders must accept their administrative role but must also help students voice their concerns and find reasonable outlets for protest” (p.153).

These facts emphasize the need for strong leadership qualities in the person who holds the office of senior student affairs officer in a community college. Andrews and Cavan (2002) agreed with this assertion and added that “the key to success...was strong

leadership and courage. This courage led administrators to do non-traditional things and to reach out and serve..." (p.31).

Competencies for Community College Student Affairs Professionals

This section will establish important competencies and skills that will be examined in this research. Creating a list of competencies to study for a combination field such as community college student affairs officers, is complicated by the lack of research in the community college student affairs arena. The most obvious resource for new professionals is a basic and general set of competencies created by the professionals that are currently employed and trained in the field, who know what you will need to survive on the job. In 1991, the professional associations most concerned with community college student affairs personnel and their preparation published a position paper in an effort to reaffirm and update the standards of practice used by community college student affairs professionals (Floyd, 1991). While this is a reliable start for the examination of community college student affairs skills and competencies, there are notable skills and competencies that are missing and will supplement the original list of nineteen.

The joint task force of the American College Personnel Association (ACPA) Commission XI, the Community College Task Force of the National Association of Student Personnel Administrators (NASPA) and the National Council on Student Development (NCSD) of the American Association of Community Colleges for community college student affairs officers published a position paper in 1991 examining seven topical areas for community college student affairs professionals and suggested nineteen skills and competencies. The three professional organizations overviewed the

following seven areas in order to categorize necessary skills for new professionals: (1) student recruitment, tracking and outcomes documentation, (2) program development to increase student association and involvement, (3) services to increase the benefit of college programs for students, (4) provide academic support, (5) coordinate with community and other educational institutions, (6) use technology efficiently and effectively to serve students' needs, and (7) develop long-range personnel plans and provide opportunities for staff development (Floyd, 1991). The nineteen skills expressly mentioned by the joint task force are: Education Culture, Institutional Culture, Personnel Management, Budgets and Financial Resources Management, Physical Resource Management, Leadership Theory, Research Models and Methods, Campus and Community Relations, Program Design and Organization, Program Implementation, Program Evaluation/Assessment, Program Revision, Student Demographics and Characteristics, Advising Students, Adjudicate Student Conduct, Student Outcomes Assessment, Problem Solving, Technology and Ethics (Floyd, 1991). This initial list of nineteen will be supplemented by skills and abilities identified from the student affairs and community college leadership preparation literature. Appendix A lists the competencies examined in this study and the six additional competencies contributed by the literature.

Competencies Identified in the Student Affairs Literature

The competencies for entry-level student affairs professionals in four-year colleges have provided benchmarks for preparation programs in student affairs administration and have been identified in many studies (CAS, 1992, 1998; Domeier, 1977; Henning, 1993; Hyman, 1983; Kinser, 1993; Pope & Reynolds, 1997; Saidla,

1990; Twale, 1991). Stamatakos identified five issues of student affairs preparation programs. These included: 1) admissions standards for students, 2) specific skills students should acquire in their educational programs, 3) consistency between and within preparation programs, 4) quality career placement and advancement due to their educational programs, and 5) the uniformity of recognition and promotion of programs which concentrate on student affairs and not counselor education, educational psychology or other programs (Stamatakos, 1981).

Extensive review of the literature on professional preparation led Stamatakos (1981) to conclude that there is no evidence to prove that (1) those hired for student affairs positions do, in fact, possess the general skills and competencies that characterize positions sought or filled or 2) professional preparation programs educate specifically and adequately for the development of agreed skills and competencies (Hyman, 1983, p.9).

In Delworth and Hanson's first edition of Student Services: A Handbook for the Profession (1980) suggested a model core curriculum for master's degree, entry-level, student affairs practitioners. They initially asserted that there were five areas to be included in student affairs preparation programs: (a) history and philosophy, (b) relevant theories, (c) models of practice, (d) professional competencies, and (e) management and organizational competencies. These suggestions were developed with particular interest in the variety of changing roles for student affairs professionals on college campuses and to allow for the introduction of new ideas, concepts and practical work thereby paving the way for student affairs to evolve and meet the changing needs of its students.

A study conducted by Hyman (1983) divided 33 skills and competencies for entry-level staff into six categories that included goal-setting, consultation, communication, assessment and evaluation, and environmental and organizational

management. Hyman's skills and competencies were developed around T.H.E. conceptual model.

Delworth and Hanson (1989) condensed their original ten core areas for graduate education in student affairs into four major topic areas: assessment and evaluation, instruction, consultation, and counseling and advising all constituting a more complex competency area of program management. Delworth and Hanson's four core areas also allowed the profession to evolve to meet the changing needs of the profession. Seven more specific competencies that they identified for new professionals were: assessment and evaluation, instruction, counseling and advising, program development, consultation, management, and data and information resources.

Beatty and Stamatakos (1990) published research on doctoral preparation programs in student affairs using the perceptions of program faculty, student affairs administrators and recent doctoral program graduates. They measured the following competencies: human development theory, budgeting and finance, human resource management, counseling, organizational behavior and management, administrative and management skills, history of higher education and student affairs, higher education administration, research and evaluation, principles and practices of student affairs administration, communication skills, higher education law, writing skills, leadership skills and computer technology.

In 1991, Fife and Goodchild developed seven competency areas necessary for new student affairs professionals including foundation studies, theory, application, clinical/internship experience, synthesis, research skills, dissertation, and continuous professional and lifelong learning.

An article by Dewitt (1991) addressed the necessary changes in student affairs master's programs and presented at least seven major skill areas that student affairs professional must possess in order to be successful. "We can no longer accept individuals from programs that focus solely on counseling skills and a review of student affairs areas" (p.187). According to Dewitt, the seven skill areas essential for student affairs preparation were enrollment management, academic advisement, disciplining students, fiscal management, strategic planning, working with diverse student populations, and assessment and research.

In light of the changing needs of college students and their demand for quality services, Twale (1991) proposed a curriculum that provided a conceptual framework, a theoretical base, a historical perspective, knowledge of the jargon, skills in technology, needs assessment, group dynamics and program evaluation.

Barr (1993) suggests a more specific list of core skills and competencies to be taught as part of the student affairs preparation curriculum. This list of skills and competencies for new, middle and upper level management include: program planning, budgeting and fiscal management, theory translation, outcomes assessment, evaluation, ethical and legal knowledge, conflict and crisis management, and campus and community relations.

Pope and Reynolds (1997) proposed an expanded list of skills, knowledge and competencies in their article. They built categories for their competencies based on the work of Barr, Delworth and Hanson, and others. The major categories to be considered were administrative, management and leadership skills, theory and translation skills, helping and interpersonal skills, ethical and legal knowledge, training and teaching skills,

assessment and evaluation skills, and multicultural awareness and knowledge. They divide their seven categories into sub-groupings which identify clear competencies including: “(a) administrative, management and leadership skills (e.g. fiscal management, resource use, program planning, supervision); (b) theory and translation skills; (c) helping and interpersonal skills (e.g. counseling, advising, group dynamics, crisis and conflict management, campus and community relations); (d) ethical and legal knowledge and decision-making skills (e.g. problem solving, knowledge of ethical standards); (e) training and teaching skills (e.g. consultation, workshop presentations, staff development); (f) assessment and evaluation skills (e.g. program evaluation, self-study; and (g) multicultural awareness, knowledge and skills” (p.268).

McEwen and Talbot (1998) and CAS (1998) developed major categories for skills and competencies on three major areas: foundations, theory and professional studies. The professional studies category was divided into five subcategories and included the following: student development theory, student characteristics and effects on college students, individual group and organizational interventions, organization and administration of student affairs, and assessment, evaluation and research.

Waple (2000) surveyed recent graduates of student personnel programs and asked them to indicate the degree to which they attained 28 skills and competencies and how important it was to their success. The study concludes that student affairs program graduates obtained the majority of the 28 competencies and most were important for the success of new professionals (Waple, 2000). Three skills not being attained in student affairs graduate programs are: Strategic Planning, Budget and Fiscal Management, and Use of Microcomputers in Higher Education. These three skills along with Supervision

of Staff were reported to be necessary to a high degree by the new professionals. The four competencies that are not deemed as important yet were attained during their graduate program are Use of Computers in Research, Research Methods, History of Higher Education, and History of Student Affairs (Waple, 2000).

A 2002 study by Kretovics examined the relevant qualifications for entry-level student affairs professionals. The responses from the attendees at NASPA and ACPA conferences identified appropriate assistantship experience, a Master's degree in Student Affairs, demonstrated helping skills, personal commitment to diversity, computer skills and academic research skills. Other responses unrelated to this study were undergraduate major and activities, work experience, reputation of graduate programs and institutions and other Master degree fields.

The student affairs preparation literature mentions certain skills and competencies not directly addressed or repeated within the nineteen published by joint task force. The three additional competencies are justified by their repeated reference or notation in the student affairs literature are Legal Issues in Higher Education, Crisis and Conflict Management, and Effective Written and Oral Communication. Appendix B contains a table listing the competencies used in this research and identifies the student affairs preparation literature authors which have directly mentioned the skills or referenced their importance to student affairs administration.

Competencies Identified in Community College Leadership Literature

Similar to the justification of community college leadership programs in general, many community college researchers are struggling with the appropriate preparation for community college leadership. Since there are no studies to identify the skills and

competencies necessary for student affairs in the community college, examination of community college leadership for executives will serve as the basis for identifying the competencies necessary for the community college arena.

Arman (1990) presented the results of a survey investigating the credentials of community college executives. When asked what training or skills they needed for their positions, many executives reported that they understood philosophical issues rather than operational ones (e.g. computers, budgeting, planning, and legal issues).

Hammons and Keller (1990) conducted a Delphi study to identify 62 competencies organized into Stogdill's (1974) three categories: leadership skills, group related skills and personal characteristics.

Five leadership categories were identified by Duncan and Harlacher (1991). The individual competencies were categorized under institutional vision and revitalization, ethical leadership, institutional empowerment and transformation, political leadership, and institutional conceptualization and survival.

Pierce and Pederson (1997) indicated presidential qualities for success as adaptability – from the changing community college student to shared governance, role flexibility with increasing community relations, and sound judgment within the context of listening to various opinions, accessing reliable information and relying on adequate resources.

Hood, Miller and Pope (1999) explored the aspects of community college presidential perceptions, skills, tasks and challenges. They report that community college presidents see themselves as communicators above all, followed by innovator and facilitator. The report that the greatest challenges of community college leadership were

keeping pace with technology, increasing partnerships with industry, and personnel development, financial resource management, and encouraging greater articulation with other education institutions.

McFarlin, Crittenden and Ebberts (1999) studied the factors that might contribute to the development of exemplary community college presidents. Nine factors of exemplary community college presidents were identified as significantly different from their nominative counterparts. These factors are “the possession of an earned doctorate, the specific study of community college leadership as an academic major, an active personal research and publication agenda, preparation as a change agent, previous career position, relationship with a mentor, development of a peer network, previous participation in a leadership preparation activity and knowledge of technology” (p. 20).

Brown, Martinez, and Daniel (2002) identified 48 potential skills and areas of expertise for community college administrators divided into ten categories. The ten categories are: leadership, communication, institutional planning and development, management, policy, research methodology and application, legal, finance, technology, and personnel development. Interestingly, graduates of community college leadership programs ranked the top ten competencies: developing and communicating a vision, understanding and application of “change”, understanding of community college mission, understanding of collaborative decision-making, understanding of interpersonal communication, effective listening and feedback skills, effective writing skills, effective public speaking skills, conflict resolution, mediation and negotiation, institutional effectiveness with assessment and analysis, organizing and time management skills and

curriculum development. In addition, 8 of those competencies were reported to be underemphasized by their community college leadership programs.

The community college leadership literature strongly suggests the following skills for a successful community college administrator: Crisis and Conflict Management, Effective Oral and Written Communication, Personal Organization and Time Management, Risk Taking and Flexibility and Adaptability. Appendix C contains a table listing the competencies used in this research and identifies the community college preparation literature authors which have directly mentioned the skills or referenced their importance to community college leadership. These skills are added to the nineteen established by the joint task force and the three added from the review of student affairs literature.

Combining the nineteen original task force competencies with the six skills proposed by the student affairs and community college leadership preparation literature, eliminating repetition and congruent skills established a more comprehensive list of twenty-five skills and competencies to be examined by this study. Appendix A tabulates complete list of the skills and competencies as well as quantifying the number of references in community college literature and student affairs administration literature.

Chapter Summary

This chapter provided an overview of the literature as it pertains to the research on community college student affairs. The basic foundation of 19 critical skills and competencies were identified from the community college student affairs professional associations' joint task force. This list was then complemented from literature of the two major fields of graduate study—student affairs preparation and community college

leadership—in order to establish a comprehensive listing for community college student affairs professionals. Review of the literature on the preparation for new four-year institution student affairs professionals lead to the identification of skills and competencies mentioned in the literature that should be examined to make new community college student affairs professionals successful. This same method of review was applied to community college leadership, concentrating on emphasizing the uniqueness of community colleges and the apparent need for the specific graduate preparation. The literature for community colleges identified skills and competencies for new community college professionals. When the skills and competencies were compared and “re-labeled” for terminology differences between the fields, a list of 25 critical skills and competencies was finalized.

This dissertation includes five chapters. Chapter 1 presented the research problem on which this study will focus, the rationale for the study, and clearly identified the research questions to be answered by this study. Chapter 2 reviewed the literature on student affairs and community college leadership in order to highlight similarities and differences between the graduate preparation in both fields. It also identified the skills and competencies utilized by this study and noted cross-references to them in each body of literature. Chapter 3 will delineate the research methodology this study will employ. Chapter 4 will present the results of the research. Chapter 5 will draw conclusions based on the data analysis and make recommendations for future research.

CHAPTER 3

RESEARCH METHODOLOGY

While examining formal graduate education preparation for community college leaders and student personnel professionals, it is evident that graduate students focused on community college student affairs may not be receiving formal graduate education centered on a commonly accepted set of skills and competencies that are directly applicable to community college student affairs. This leaves open the possibility that new community college student affairs professionals complete their graduate programs with inadequate preparation. This chapter presents the following: the purpose of the study, the research questions, the research participants, the development of the instrument, the administration of the instrument, treatment of the data and a chapter summary.

Purpose of the Study

The purpose of this study was to examine the relationship between graduate education in community college leadership and student personnel administration programs and the skills, deemed by research and representatives from the three professional associations for community college student affairs professionals to be important to success in the field. Additionally, the degree to which relevant stakeholders and preparatory educators perceive those skills to be important was examined.

Research Questions

This study examined the perceptions of three groups of professionals in the field of community college student affairs and compared the perceptions to determine the

extent to which competencies are important to new community college student affairs professionals and the extent to which new professionals are acquiring necessary competencies.

The research questions addressed in this study were:

1. To what degree do community college senior student affairs officers (CCSSAOs), student personnel administration graduate faculty (SPAGF), and community college leadership graduate faculty (CCLGF):
 - a. Perceive that a literature-identified set of skills is essential for new community college student affairs professionals?
 - b. Perceive that new community college student affairs professionals attain these skills during their graduate studies?
2. Which literature-identified skills, if any, are congruent when comparing graduate study attainment and position importance?
3. Which literature-identified skills, if any, are inconsistent when comparing graduate study attainment and position importance?
4. Do CCSSAOs, SPAGF, and CCLGF have similar perceptions of the importance of literature-identified skills?
5. Do CCSSAOs, SPAGF, and CCLGF have similar perceptions of the acquisition of literature-identified skills?

Research Participants

The research population for this study included graduate faculty of community college leadership preparation programs (CCLGF), graduate faculty of student personnel administration programs (SPAGF), and community college senior student affairs officers (CCSSAO). One hundred CCSSAOs were randomly selected from the membership of the National Council on Student Development (NCSD), an affiliate council of the American Association of Community Colleges (AACC). One hundred active graduate faculty were selected from the institutions which have self-identified on the AACC website to concentrate in community college leadership graduate education. One

hundred active graduate faculty were selected from American College Personnel Association (ACPA) recognized student affairs administration programs.

No studies have been reported in the literature that investigated the perceptions of community college student affairs practitioners and the graduate faculty charged with preparing new community college student affairs professionals regarding training in preparation programs for specified competencies. However, the basis for this study was found in the strength of similar research conducted for four-year professionals, graduate faculty and senior student affairs administrators.

These three research population samples have been selected for a number of reasons. Community college senior student affairs officers maintain the overall responsibility for the hiring of professional staff in all student affairs departments. The quality of the student affairs staff frequently reflects the level of involvement the CCSSAO has with the staff. The CCSSAO approves and supports the expected minimum professional and educational requirements for all professional staff positions in the student affairs divisions. Graduate faculty of student personnel administration programs were selected primarily because they assume the responsibility for providing the formal academic and applied preparation in graduate programs of student personnel work. Their responsibility is to direct the development of graduate students who represent prospective entry-level professionals into the student affairs field. Respectfully, while student personnel administration programs concentrate on four-year college or university student personnel work, these programs admit and train a substantial number of graduate students who self-identify a desire to obtain a position in community colleges. Graduate faculty of community college leadership programs were selected

primarily because they assume the responsibility for providing the formal academic and applied preparation in graduate programs of community college leadership. Their responsibility is to direct the development of graduate students who represent prospective entry-level professionals into community college leadership positions. Respectfully, while community college leadership programs concentrate on top-level administration in the community college, these programs admit and train a substantial number of graduate students who self-identify a desire to obtain a position other than executive leadership including one in student affairs.

Development of the Instrument

This study utilized the basic, general competencies identified by the 1991 paper of the NCSD-ACPA-NASPA joint commission and supplemented by suggested competencies from student affairs preparation and community college leadership preparation literature. (See Appendix A for a list of competencies and their literature within each field.) Respondents were identified from graduate faculty of student affairs graduate programs, graduate faculty of community college programs, and senior student affairs officers in community colleges. Respondents answered demographic questions and, using a Likert scale of 1 to 5, gave their expert opinions on the current state of preparation for community college student affairs professionals. The respondents examined each competency and determined according to their professional contributions to what degree each competency was important to successfully perform the job tasks of a community college student affairs professional and to what degree each competency was acquired through formal graduate education preparation programs.

A mean and standard deviation were calculated for “important for a community college student affairs professional to be successful on the job” and “acquired through graduate education” for each competency. Within each competency, individual means and standard deviations were analyzed by responses to “important for a new community college student affairs professional to be successful on the job” and “acquired through graduate education” to determine congruency and inconsistency. Congruency was defined as having a high degree to which the skill was perceived to be important for a new community college student affairs professional to be successful and high degree to which the skill was perceived to be attained through graduate education or as low degree to which the skill was perceived to be important to employment success and low degree to which the skill was perceived to be attained through graduate education. (Hyman, 1983; Waple, 2000) Inconsistency was defined as having a reported average of high degree to which a skill was perceived to be important for a new community college student affairs professional for success on the job yet a low degree to which the skill was perceived to be acquired through graduate education or as a low degree to which a skill was perceived to be important to employment for success yet a high degree to which the skill was perceived to be acquired through graduate education. (Hyman, 1983; Waple, 2000)

Responses were also sorted according to the three sample groups to determine if there was agreement between the perceptions of graduate faculties of community college leadership programs (CCLGF) and student affairs preparation programs (SPAGF) to the perceptions of current community college senior student affairs officers (CCSSAO) on the degree to which a skill was necessary for community college student affairs

professionals. Additionally, responses were sorted according to the three sample groups to determine if there was agreement between the perceptions of graduate faculties of community college leadership programs (CCLGF) and student affairs preparation programs (SPAGF) to the perceptions of current community college senior student affairs officers (CCSSAO) on the degree to which a skill was attained through formal graduate education.

To determine the necessary competencies of new student affairs professionals in the four-year college or university, Hyman (1983) created a list of thirty-three competencies that were suggested by ACPA, which developed T.H.E. (Tomorrow's Higher Education) model, Delworth and Hanson, Knott, Domeier, and Minetti. Hyman compared the perceptions of graduate faculty in student personnel preparation programs, senior student affairs officers, and directors of housing. He asked the three groups to rate the importance of each competency for new professionals and also the degree to which the competency was acquired. Not only did he report the job importance and attainment of each competency, he statistically determined which competencies were congruent between attainment and job importance and which were reported to have a significant difference at the 0.05 level. His study was important in the feedback given to graduate faculty of preparation programs by student affairs practitioners; however, it was limited to four-year colleges and universities.

Waple (2000) updated Hyman's list of competencies to twenty-eight based on the 1990's literature of Barr, CAS, Delworth, Hanson and Associates, Dewitt, Fife and Goodchild, McEwen and Talbot, Pope and Reynolds, and Twale in order to distribute a similar survey to new professionals in four-year college student affairs as compared to

the administrators and graduate faculty. Waple asserted that the new professionals themselves knew what was important in their positions and to what degree that competency was acquired. Waple's changes to the survey added more "hands on" skills not directly derived from the literature but confirmed by his pilot test group as relevant to their job functions. Waple's follow-up study, while almost twenty years later, provided excellent insight to the skills attained in student affairs graduate education as compared to what is actually necessary on the job. Waple also completed a congruency and inconsistency examination to examine the extent to which skills reported as important were also attained through graduate preparation.

Kretovics (2002) surveyed the attendants of the ACPA and NASPA annual conventions regarding entry-level requirements or desired experiences. The student affairs administrators responded with their perceptions of a new student affairs professional including relevant graduate assistantship experience, a Master's degree in Student Personnel or Student Affairs, demonstrated helping skills – listening, responding, and referrals, commitment to diversity, and computer skills. In a similar survey by Beatty and Stamatakos (1990) to explore the differences in perceptions of knowledge, skills, and competencies between graduate program faculty, top-level student affairs administrators and student affairs doctoral students, the only significant difference was found when asked about possessing research skills while surprisingly having a graduate assistantship was ranked very low by both faculty and administrators. Beatty and Stamatakos' research begged the question, if assistantships were perceived as essential to gaining valuable field experience, why were they not valued more among faculty and administrators and were assistantships being replaced by formal coursework as a

legitimate means of obtaining skills and competencies? Chapter 2 contains a complete examination of the student affairs literature which identified relevant competencies. (See Appendix B for a complete list of competencies and the student affairs authors who reference them as important to the profession of student affairs administration.)

Establishment of a standard set of core competencies and skills was much harder to assemble for community college leadership since, unlike student affairs preparation, no national movement exists to outline history or trace program development. Hammons and Keller (1990) identified nine competencies and organized them into the following three skill areas: leadership, group related and personal characteristics. Duncan and Harlacher (1991) outlined five dimensions of community college leadership by interviewing ten successful community college presidents: institutional vision and revitalization, ethical leadership, institutional empowerment and transformation, political leadership, and institutional conceptualization and survival. When serving as the President of the American Association of Community Colleges, David Pierce joined with Robert Pederson to list three essential presidential qualities that should not be overlooked: adaptability, role flexibility and sound judgment (1997). Examining management effectiveness in community colleges, Murry and Hammons (1995) created a list of seventy criteria that were mentioned as essential in at least twice in literature between 1972-1991. In 2002, Brown, Martinez, and Daniel reported that in the areas of skills and expertise there were serious underemphasized skills in doctorate community college leadership preparation programs. The areas they found that were denoted as most important to community college leadership and identified as the most underemphasized from a doctoral program were: developing and communicating a vision, understanding of

collaborative decision making, understanding of interpersonal communication, effective listening and feedback skills, effective writing skills, effective public speaking skills, conflict resolution, mediation and negotiating skills, and institutional effectiveness: assessment and analysis. McFarlin, Crittenden and Ebbers (1999) provided nine criteria common to exemplary community college presidents. Other authors have added individual skills and competencies that should not be forgotten. The complete literature review of community college leadership appears in Chapter 2. (See Appendix C for a list of competencies utilized in this study and the community college leadership authors who reference them as important to the profession of community college leadership.)

Appendix A lists the skills and competencies suggested by the 1991 joint commission of the three professional organizations of community college senior student affairs officers and compares them with the competencies suggested through the student affairs preparation and community college leadership program literature to clearly note which of the skills and competencies should be measured in this study. Using the established list of 25 competencies identified by the joint commission and student affairs and community college leadership literature to collect data from SPAGFs, CCLGFs and CCSSAOs, this study replicated the 1983 Hyman and the 2000 Waple research on competencies with the unique application to the community college environment.

Administration of the Instrument

Initial distribution of the instrument was accomplished through a mail out. Each of the potential respondents, representing community college senior student affairs officers, community college leadership program graduate faculty and student personnel administration program graduation faculty, received a cover letter/IRB Participant

Consent Form indicating the purpose of the study and a two-part questionnaire. (Appendix D contains the CCSSAO instrument. Appendix E contains the SPAGF and CCLGF instrument.) The cover letter/IRB Participant Consent Form outlined the primary purpose of the study, defined specific terms used in the research study, ensured confidentiality in all aspects of the research study and requested that the recipient complete and return the questionnaire in the self-addressed stamped envelope within two weeks.

The instruments were numbered for follow-up purposes only. An email was sent from the researcher's primary email address if a recipient has failed to respond after one week of the indicated date urging participation in this valuable research project. This follow-up email also included an Adobe Acrobat file attachment containing the cover letter/IRB Participant Consent Form and the survey instrument so that recipients could download the forms if they have been misplaced.

Instrument Validity

The 1991 joint commission on issues and challenges for community college student affairs professionals was composed of 52 community college student affairs leaders and community college leaders whose foundations and expertise were focused on student affairs (Floyd, 1991). It is impossible to relocate and contact all of the members of the original commission. The ten members of the original commission who responded and the responses of the current executive board of the National Council on Student Development (NCSD) whose members are leaders in the field of community college student affairs, were examined. Through this process the content validity of the instrument was addressed. They confirmed that the characteristics listed in the instrument

were listed in the original joint paper, comparable to those mentioned in the joint paper or were not mentioned but were relevant given the changes to the profession since the joint paper was published. Therefore validity was confirmed using the responses of the current executive board of NCSD and those who previously contributed to the development of the joint commission position paper. Content validity is established by the extensive review of the literature. This review of the literature is organized into tables in Appendices A, B, and C.

Treatment of the Data

Responses on each of the competencies in Part II of the instrument, was collected and an average response and standard deviation was calculated individually for the possession of said competency and the importance of said competency. Responses to the question on possession provided a measure of the extent to which respondents in each sample group perceived entry-level professionals to possess or not to possess each competency. Responses to the question on importance provided a measure of the extent to which respondents in each sample perceived each competency important or not important for entry-level professionals.

The SPSS computer program was the primary tool in analyzing the data. This computer program enabled the researcher to perform data analysis relevant to the design of the study including Paired Samples t-tests using the mean and standard deviation calculated for each competency. The Paired Samples t-tests were calculated at the 0.01 level for the comparison of possession and importance within each competency to determine significant differences between perceived attainment of a skill and the degree to which it is important for a student affairs position in a community college. The .01

significance level was used given the number of responses with respect to the number of variables examined in the study. When there were an overwhelming number of inconsistencies between competencies, a correlation coefficient follow-up test was done to ensure there is no relevant correlation between the responses. A one-way analysis of variance (ANOVA) at the 0.01 level was calculated for comparison of variance between the three groups of respondents for each skill's graduate education attainment and the degree to which it was essential for a student affairs position in a community college. Since a one-way analysis of variance only indicates if a significant difference between the three groups exists, follow-up tests, assuming both equal variances and unequal variances, was preformed to indicate which of the three groups have significant differences.

The initial report of the data answered the following research question:

1. To what degree do community college senior student affairs officers (CCSSAOs), student personnel administration graduate faculty (SPAGF), and community college leadership graduate faculty (CCLGF):
 - a. Perceive that a literature-identified set of skills is essential for new community college student affairs professionals?
 - b. Perceive that new community college student affairs professionals attain these skills during their graduate studies?

A Paired Samples t-test determined the answer(s) to the following research questions:

2. Which literature-identified skills, if any, are congruent when comparing graduate study attainment and position importance?
3. Which literature-identified skills, if any, are inconsistent when comparing graduate study attainment and position importance?

The One-way ANOVA significance test determined the answer(s) to the following research questions:

4. Do CCSSAOs, SPAGF, and CCLFG have similar perceptions of the importance of these entry-level competencies?

5. Do CCSSAOs, SPAGF, and CCLGF have similar perceptions of the acquisition of these entry-level competencies?

Chapter Summary

This chapter presented the methodology that this research followed. Chapter 3 reiterated the purpose of the study and the research questions that was examined. A description of the prospective research populations was given. A presentation of the instrument including an outline of the competencies examined as well as the administration of the instrument was included. This chapter concluded with a detailed outline of the research methodology and statistical tools that were utilized for the treatment of the data and aligns the research questions with the statistical analysis tools.

This dissertation includes five chapters. Chapter 1 presented the research problem on which this study will focus, the rationale for the study, and clearly identified the research questions to be answered by this study. Chapter 2 reviewed the literature on student affairs and community college leadership in order to highlight similarities and differences between the graduate preparation in both fields. It also identified the skills and competencies utilized by this study and noted cross-references to them in each body of literature. Chapter 3 delineated the research methodology this study will employ including the statistical analysis employed to answer the research questions posed by this study. Chapter 4 will present the results of the research. Chapter 5 will draw conclusions based on the data analysis and make recommendations for future research.

CHAPTER 4

RESPONSE PRESENTATION AND ANALYSIS

The data presented in this chapter was collected from a research instrument administered to three groups of stakeholders in the preparation of community college student affairs professionals – graduate faculty of community college leadership programs (CCLGF), graduate faculty of student personnel administration programs (SPAGF) and community college senior student affairs officers (CCSSAO).

The instrument was developed using the recommendations presented by a joint commission of community college senior student affairs officers and an extensive review of the literature including previous studies of competencies determined to be necessary for community college leadership and student affairs officers. The joint commission represented the National Council on Student Development (NCSD), an affiliate council of the American Association of Community Colleges (AACC), Commission XI on Community Colleges of the American College Personnel Association (ACPA), and the Community College Task Force of the National Association of Student Personnel Administrators (NASPA). (Floyd, 1991) The instrument included 25 professional competencies, organized into four categories. The purpose of this study was to examine the relationship between graduate education in community college leadership and student personnel administration programs and the competencies, deemed by the joint commission and research to be important to success in the field of community college student affairs. Additionally, the degree to which relevant stakeholders and preparatory

graduate faculty perceive those skills to be important was examined. Specifically, this study seeks to provide answers to the following questions for investigation:

1. To what degree do community college senior student affairs officers (CCSSAOs), student personnel administration graduate faculty (SPAGF), and community college leadership graduate faculty (CCLGF):
 - a. Perceive that a literature-identified set of skills are essential for new community college student affairs professionals?
 - b. Perceive that new community college student affairs professionals attain these skills during their graduate studies?
2. Which literature-identified skills, if any, are congruent when comparing graduate study attainment and position importance?
3. Which literature-identified skills, if any, are inconsistent when comparing graduate study attainment and position importance?
4. Do CCSSAOs, SPAGF, and CCLGF have similar perceptions of the importance of literature-identified skills?
5. Do CCSSAOs, SPAGF, and CCLGF have similar perceptions of the acquisition of literature-identified skills?

Of the 300 CCSSAOs, CCLGFs, and SPAGFs who were mailed a copy of the instrument, 112 usable instruments were returned. A breakdown of the rate of return by group indicated 31 of 100 CCLGFs, 37 of 100 CCSSAOs, and 44 of 100 SPAGFs responded to the survey. There were 7 community college leadership graduate faculty who were identified by the American Association of Community Colleges who responded that their college or university did not have a community college leadership program or that the program had been dismantled. There were 4 community colleges who returned surveys unanswered due to the position of Vice President or Dean of Students Affairs being vacant at the time of the survey distribution. Adjusted for program dissolution or incorrect self-identification for community colleges, 31 of 93 (33.3%) of CCLGFs useable responses were returned. Adjusted for current vacancies in

senior student affairs officer positions, 37 of 96 (37.5%) of CCSSAO useable responses were returned. These omissions resulted in a total of 112 (38.8%) usable surveys from the 289 potential respondents.

The data included in this chapter are presented to address the five questions for investigation in this study and is organized into the following sections: a) demographic profile of the respondents; b) data on the importance of competencies; c) data on the acquisition of competencies; d) statistic comparisons among groups; and e) a chapter summary. A copy of the research instrument mailed to CCSSAOs appears in Appendix D. A copy of the research instrument mailed to graduate faculty appears in Appendix E.

Demographic Profile of Respondents

Total respondents to the study population of 300 were 112 including 31 CCLGFs, 37 CCSSAOs, and 44 SPAGFs. The 44 replies from the 100 SPAGFs asked to participate resulted in a 44% return rate. There were 7 community college leadership graduate faculty who were identified by the American Association of Community Colleges who responded that their college or university did not have a community college leadership program or that the program had been dismantled. Adjusted for program dissolution or incorrect self-identification for community colleges, 31 of 93 (33.3%) of CCLGFs useable responses were returned. Adjusted for four reported vacancies in senior student affairs officer positions at community colleges, 37 of 96 (37.5%) of CCSSAO useable responses were returned. These omissions resulted in a total of 112 (38.8%) usable surveys from the 289 potential respondents. This number of usable responses given the number of variables analyzed, made the use of .01 a more viable option for meaningful analysis of the results.

Community College Senior Student Affairs Officers

Thirty-seven CCSSAOs returned useable surveys. There are 100 senior student affairs officers indicated as members of the National Council on Student Development (NCSD), an affiliate council of the American Association of Community Colleges (AACC). Four community colleges returned surveys unanswered due to vacancy in the senior student affairs officer position at the time of survey distribution. Adjusted for vacancies in community college senior student affairs officer positions, 37 of 96 (37.5%) of CCSSAO useable responses were returned. Twenty-three (62.2%) of the respondents were female; 14 (37.8%) were male. Respondents indicated that they were almost all over 45 years old tallying 27 (73%) of the 37 responses – 15 (40.5%) between 46-55 years of age and 17 (45.9%) over 55 years old – while 3 (8.1%) indicated their age to be between 36-45 years old and only 2 (5.4%) indicated their current age is between 25-35.

Respondents reported that 11 (29.7%) have been in their current position as a community college senior student affairs officer less than 5 years. Sixteen (43.2%) have been a CCSSAO for 5-10 years, 4 (10.8%) for 11-15 years, and 6 (16.2%) for over 15 years. However, it was noted by responses that only 7 (18.9%) have been a SSAO at a community college for less than 5 years, 12 (32.4%) for at least five but less than 10 years, 7 (18.9%) between 11 and 15 years, while 11 (29.7%) indicated that they have been a CCSSAO for over 15 years.

Only one respondent (2.7%) indicated having less than 5 years community college experience in any student affairs position. Eleven (29.7%) reported between 5 and 10 years of community college student affairs experience; 3 (8.1%) between 11 and 15 years experience; and, 22 (59.4%) had more than 15 years experience in any position with a

community college student affairs division. Community college experience before becoming a senior student affairs officer was most notably in other student affairs administration, counseling, teaching, financial aid, student union and student activities, the registrar/admissions and records, academic affairs administration, and multicultural programs. Only two reported past experience as an academic department chairperson.

In a relevant demographic question to this research study, only five (13.5%) respondents had previous experience at a four-year year institution as a senior student affairs officer. Three reported holding a four-year institution senior student affairs officer position for less than 5 years, only one for more than five but less than ten years, and only one held a four-year institution senior student affairs officer position for more than 15 years. An interesting serendipitous finding to note is that twenty-three (62.2%) gained experience as a student affairs professional at a four-year university; however, only 8 indicated that they had experience at a four-year university for over 5 years. Four-year university student affairs experience came from the areas of teaching or faculty, general student affairs administration, residence halls or housing, student activities or student unions, academic advising, financial aid, counseling, and multicultural programming.

In the last demographic question, respondents were asked about the graduate degrees they have with relevance to community colleges, student affairs or student personnel, or a field outside of community colleges or student personnel. Less than half, 17 of the 37, or 45.6%, indicated that they have a degree specific to community colleges and less than half, 18 of the 37, or 48.6%, reported a degree specific to student affairs. Seventeen of the graduate degrees, either masters or doctorate, held were in field other than community college leadership or student affairs administration. The majority of

those holding a masters degree indicated Counseling as their academic field of study, with Student Affairs Administration having the second most responses. A generalized education master's degree and Higher Education Administration were the only two other fields that had awarded master's degrees to at least two of the CCSSAOs. For those holding a doctoral degree, the overwhelming majority had a Higher Education Administration doctorate, with the field of Community College Leadership coming in a close second with 6 CCSSAOs holding a doctorate in that field. The only other field indicated by two or more CCSSAOs with a doctorate was Counseling or Counseling Education.

Community College Leadership Programs Graduate Faculty

Thirty-one CCLGFs returned useable surveys. There are 100 programs self-reported on the American Association of Community Colleges (AACC) website as having a community college emphasis and/or conferring a graduate degree specific to community colleges or two-year colleges. While the AACC website is self-reporting, there were four returned instruments with notes stating that the institution being asked to reply did not have a community college program nor even offer community college courses. Three additional surveys were returned because the institution had closed or the program had been dismantled. Adjusted for these unforeseen events, 31 of 93 (33.3%) of CCLGF useable responses were returned. Eleven (35.5%) of the respondents were female; 20 (64.5%) were male. Respondents indicated that they were almost all over 45 years old tallying 29 (93.5%) of the 31 responses – 12 (38.7%) between 46-55 years of age and 17 (64.8%) over 55 years old – while only 1 (3.2%) indicated their age to be between 36-45 years old and only 1 (3.2%) indicated their current age is between 25-35.

Of the 31 institutions with graduate faculty that responded, 25 (80.6%) indicated that their institution has a higher education administration specialization and 22 (71%) had graduate programs in student affairs administration. Even though the list was compiled from institutions that had a community college leadership graduate program, only 18 (58.1%) had a community college administration specialization and 10 (32.3%) had a community college teaching emphasis.

Ten (32.3%) of the community college leadership program graduate faculty who responded reported that they had an awarded graduate degree specific to community colleges and 12 (38.7%) of the community college leadership graduate faculty hold a degree with a specialization in student development or student affairs. While 27 (87.1%) of the respondents indicated a degree in something other than community colleges or student affairs administration, many included a higher education administration graduate degree with a specialization in the indicated fields due to dissertation or thesis topics rather than coursework. The most common fields of master's degrees indicated by the respondents were Counseling (5), Educational Administration (2), Library Science (2) and College Student Personnel Administration (2). Numerous other fields of study were recorded for masters degrees. The most common doctoral degree was held in Higher Education Administration (16). Other doctoral fields with more than one response were Educational Administration, Counseling Psychology, and Community College Leadership. There was one respondent who reported a Educational Specialist degree in Community College Teaching.

No CCLGF respondents were currently employed as a senior student affairs officer at their own institution with eight noting that they had any senior student affairs

officer experience. Only three (9.7%) reported having experience as a community college senior student affairs officer with one having less than 5 years experience, one having between 5 and 10 years, and one having between 10 and 15 years.

Community college leadership graduate faculty reported that only 9, or 29%, had any professional experience in a community college. Three reported more than 15 years of experience; four reported between 11 and 15 years of experience; and, two of the nine brought less than 5 years of experience. The most common community college experience came in the area of academic affairs administration, teaching/instruction and academic department chair. Other areas with more than one response were: registration/admissions and records, student affairs administration, career planning and placement, and multicultural programming. Two respondents had served as community college presidents.

Student Affairs Administration Program Graduate Faculty

Forty-four SPAGFs returned useable surveys. There were 100 college student personnel or affairs programs reported on the website for the American Student personnel Association (ACPA) who met the CAS standards and therefore comprised the population for the third group of stakeholders in this study.

Of the 44 respondents, 29 (65.9%) were female and 15 (34.1%) were male. Over three-quarters (77.3%) of respondents were over 45 years of age. Nineteen (43.2%) indicated they were between 46 and 55 years old and 15 (34.1%) reported to be over 55 years old. Only 2 (4.5%) respondents were between 25 and 35. In their current professional positions, 12 (27.3%) have been teaching at their current institution for less than five years, 17 (38.6%) have longevity of between 5 and 10 years, and 5 (11.4%)

have been employed between 11 and 15 years. While the average age was over 45 years old, only ten (22.7%) have been in their current positions for over 10 years.

Respondents reported that their institution offers graduate degrees in student affairs administration (86.4%), higher education administration (36.4%), community college leadership (11.4%) and community college teaching (11.4%).

Of the 44 graduate faculty in student affairs programs returning surveys, 37 (84.1%) hold a graduate degree in student affairs administration, 30 (68.2%) hold a more general higher education administration degree, and only 2 (4.5%) completed a graduate degree with a specialization in community colleges. There were many reported master degree fields with the most common being college student personnel or development (18), followed by Higher Education Administration (6) and Counseling (6). Other master degree fields indicated by two or more respondents were: Adult Education, Foundations of Education, Sociology, and Theater Arts. Doctoral degrees were more concentrated into Higher Education Administration (28), Student Affairs Administration (8), Counseling (3) and Foundations of Education (2). One respondent reported an Educational Specialist degree in College Student Personnel.

Five (11.4%) reported to be serving as the senior student affairs officer at their current institution; however, 12 (27.3%) have previous senior student affairs officer experience. Only three (6.8%) have been employed at a community college as a senior student affairs officer with two having between 5 and 10 years experience and one having 11 to 15 years as a community college senior student affairs officer. Eight (18.2%) gave responses that they had been employed at a community college with 5 having less than 5 years experience in the community college. The most common areas of community

college experience reported were teaching/instruction and multicultural programming. Other areas with more than two responses were student activities and student affairs administration.

Data on the Importance of Competencies

One of the five primary objectives of this study was to determine which competencies identified by the literature were perceived to the most important by the three groups of stakeholders and also acquired through graduate education for community college student affairs professionals. This objective was stated as research question one.

1. To what degree do community college senior student affairs officers (CCSSAOs), student personnel administration graduate faculty (SPAGF), and community college leadership graduate faculty (CCLGF):
 - a. Perceive that a literature-identified set of skills are essential for new community college student affairs professionals?
 - b. Perceive that new community college student affairs professionals attain these skills during their graduate studies?

The instrument used in this study contained 25 competencies organized into four groups. Those groups were: Institutional Competencies, Student and Group Programming, Student Development, and Individual Development.

Importance of Competencies

The extent to which each of the three groups of stakeholders perceived that the 25 competencies are important for new community college student affairs professionals was determined by asking each group of participants to assess the extent to which each competency was important to a position in community college student affairs. Each

respondent in the study used a Likert scale from "1" to "5" to indicate their perception of the importance of each of the 25 competencies with 1 = essential to the success of a community college student affairs professional and 5 = irrelevant to CCSA professionals. Mean scores and standard deviations for each competency was reported and examined to determine the extent to which each group agreed on the importance of the competency. These results are presented in Table 2. Differences between groups regarding their agreement of the importance will be examined later in this chapter.

CCSSAOs indicated that the four most important competencies for a new community college student affairs officer were Effective Written and Oral Communication (1.16), Ethics (1.32), Personnel Management (1.34), and Problem Solving (1.46). Supplemented by a relatively low standard deviation for each of those competencies, there seems to be a reasonable amount of agreement among the community college senior student affairs officer respondents on the importance of those skills – especially when the most importance competency (Effective Oral and Written Communication) had the least variation among respondents. CCSSAOs also reported that Risk Taking (2.08), Advising Students (2.08), Physical Resource Management (2.47) and Research Models and Methods (2.70) had the lowest ranked importance of the 25 competencies. Interestingly, these competencies were calculated to have the highest variation between the respondents. There appears to be disagreement among the respondents since the lowest rated competency (Research Models and Methods) calculated the highest variation of all the competencies.

As expected, CCLGFs provided some different considerations to competency importance. CCLGF responses calculated the most important competencies as: Ethics

(1.14), Effective Oral and Written Communication (1.18), Education Culture (1.28), and Problem Solving (1.36). Reinforcing their choices of important competencies, CCLGFs reported the lowest standard deviations for those same four competencies. The lowest

Table 2. Comparison of Group and Overall Importance Means and Standard Deviations.

Skill / Competency	CCSSAO Mean	CCSSAO Std Dev	CCLGF Mean	CCLGF Std Dev	SPAGF Mean	SPAGF Std Dev
<i>Institutional Competencies:</i>						
Education Culture	1.65	.633	1.28	.455	1.42	.545
Institutional Culture	1.57	.647	1.61	.737	1.58	.663
Legal Issues in Higher Education	1.60	.604	1.79	.902	1.81	.764
Personnel Management	1.32	.626	2.00	.655	1.95	.785
Budgets and Fiscal Management	1.57	.689	2.17	.966	1.93	.737
Physical Resource Management	2.47	.696	3.17	1.037	2.93	.768
Leadership Theory	1.84	.727	1.79	.902	1.95	.844
Research Models and Methods	2.70	.909	2.45	1.055	2.47	.909
Campus and Community Relations	1.62	.721	1.72	.751	1.95	.764
<i>Student and Group Programming:</i>						
Program Design and Organization	1.73	.652	1.71	.713	1.63	.691
Program Implementation	1.69	.624	1.96	.838	1.86	.814
Program Evaluation and Assessment	1.75	.649	1.75	.701	1.56	.666
Program Revision	2.00	.632	2.14	.756	2.12	.832
<i>Student Development:</i>						
Student Demographics and Characteristics	1.64	.639	1.54	.838	1.36	.692
Advising Students	2.08	.722	1.96	.838	1.84	.814
Crisis and Conflict Management	1.59	.686	1.96	.962	1.81	.664
Adjudicate Student Conduct	1.92	.682	2.46	.922	2.65	.842
Student Outcomes Assessment	1.86	.751	1.75	.518	1.67	.715
<i>Individual Development:</i>						
Effective Oral and Written Communication	1.16	.374	1.18	.390	1.19	.394
Personal Organization and Time Management	1.62	.594	1.57	.690	1.44	.590
Problem Solving	1.46	.558	1.36	.488	1.37	.536
Risk Taking	2.08	.722	2.18	1.020	2.09	.811
Flexibility and Adaptability	1.59	.725	1.61	.786	1.57	.703
Technology	1.89	.567	1.96	.980	1.70	.708
Ethics	1.32	.530	1.14	.356	1.09	.366

"1" is essential to the success for a CCSA professional, "5" is irrelevant to a CCSA professional. CCSSAO is the abbreviation used for community college senior student affairs officers; CCLGF stands for community college leadership graduate faculty; SPAGF stands for student personnel administration graduate faculty. **Boldface** type indicates competencies with a mean importance between 1.00 and 1.50.

rated competencies by the CCLGFs were Program Revision (2.14), Budgets and Fiscal Management (2.17), Risk Taking (2.18), Research Models and Methods (2.45), Adjudicate Student Conduct (2.46), and Physical Resource Management (3.17). Along with four of the lowest rated competencies, Technology and Crisis and Conflict Management had the greatest variation between individual responses. It is also noted that Program Revision and Adjudicating Student Conduct were not among those who had the greatest variation, leading one to assert that while these two competencies were rated low on importance, there was a relative amount of agreement on their importance rating.

In contrast, SPAGFs seemed to have a different view on the importance of competencies for new community college student affairs officers. Ethics (1.09), Effective Oral and Written Communication (1.19), Student Demographics (1.36), Problem Solving (1.37), Education Culture (1.42) and Personal Organization and Time Management (1.44) were the most important competencies noted by SPAGFs. The lowest standard deviations were reported on Ethics and Effective Oral and Written Communication, while each of the other competencies rated as important were relatively low in variation as well. The lowest rated competencies on importance by SPAGFs were: Risk Taking (2.09), Program Revision (2.12), Research Models and Methods (2.47), Adjudicate Student Conduct (2.65), and Physical Resource Management (2.93). Research Model and Methods (.909), Leadership Theory (.844), Adjudicate Student Conduct (.842), and Program Revision (.832) have the greatest variation between SPAGF respondents. While the variance in Leadership Theory leads this researcher to question its relatively high importance rating (1.95), other SPAGF low importance competencies

also had a relatively high standard deviation even though they did not report to have the highest variations.

Data on the Acquisition of Competencies

The extent to which each of the three groups of stakeholders perceived that the 25 competencies are acquired by new community college student affairs professionals due to graduate education was determined by asking each group of participants to assess the extent to which each competency was acquired from graduate education. Each respondent in the study used a Likert scale from “1” to “5” to indicate their perception of the acquisition of each of the 25 competencies with 1 = definitely acquired due to the graduate education of a new community college student affairs professional and 5 = never acquired by new professionals. Mean scores and standard deviations for each competency was reported and examined to determine the extent to which each group agreed on the acquisition of the competency. These results are reported in Table 3. Differences between groups regarding their agreement of the acquisition will be examined later in this chapter.

CCSSAOs indicated that the main competencies acquired for a new community college student affairs professionals Effective Oral and Written Communication (2.14), Research Models and Methods (1.62), Leadership Theory (2.03), Education Culture (2.24), and Legal Issue in Higher Education (2.34). Two of these, Leadership Theory and Research Models and Methods, were among the lowest standard deviations. The only other with a comparatively low variation between individual CCSSAO respondents was Program Implementation. In contrast, two of the most likely to be acquired – Effective Oral and Written Communication and Education Culture – had the highest variations

indicating some disagreement between the respondents on the acquisition of the competency due to graduate education. The least likely to be acquired through graduate education according to CCSSAOs were: Institutional Culture (3.30), Personnel Management (3.32), Adjudicate Student Conduct (3.35), Flexibility and Adaptability (3.41), Risk Taking (3.76) and Physical Resource Management (3.78). Two of these,

Table 3. Comparison of Group and Overall Acquisition Means and Standard Deviations.

Skill / Competency	CCSSAO Mean	CCSSAO Std Dev	CCLGF Mean	CCLGF Std Dev	SPAGF Mean	SPAGF Std Dev
<i>Institutional Competencies:</i>						
Education Culture	2.24	1.011	1.72	.960	1.84	.843
Institutional Culture	3.30	.968	2.43	1.289	2.26	.978
Legal Issues in Higher Education	2.34	.968	2.03	1.239	2.02	.963
Personnel Management	3.32	.944	2.93	.923	2.95	.975
Budgets and Fiscal Management	3.08	.983	3.03	1.052	2.95	1.045
Physical Resource Management	3.78	.866	3.83	1.037	3.72	.934
Leadership Theory	2.03	.799	2.03	1.017	1.91	.781
Research Models and Methods	1.62	.721	1.62	.862	1.84	.843
Campus and Community Relations	3.27	.902	3.03	1.117	2.88	.968
<i>Student and Group Programming:</i>						
Program Design and Organization	2.95	.998	2.50	1.036	2.23	.922
Program Implementation	3.03	.845	2.86	.970	2.38	.962
Program Evaluation and Assessment	2.64	.867	2.43	1.069	2.33	.944
Program Revision	3.22	.866	2.96	.999	2.93	.894
<i>Student Development:</i>						
Student Demographics and Characteristics	2.64	.899	1.79	.917	1.55	.705
Advising Students	3.19	1.023	2.96	.881	2.63	.952
Crisis and Conflict Management	3.16	.986	3.14	1.008	2.81	.906
Adjudicate Student Conduct	3.35	1.060	3.36	1.062	3.16	.898
Student Outcomes Assessment	3.05	.970	2.43	1.069	2.49	.910
<i>Individual Development:</i>						
Effective Oral and Written Communication	2.14	1.134	2.25	.844	1.79	.804
Personal Organization and Time Management	3.14	1.084	3.00	.903	2.49	.960
Problem Solving	2.81	.877	2.75	.799	2.35	.897
Risk Taking	3.76	.863	3.57	.997	3.12	.879
Flexibility and Adaptability	3.41	1.040	3.32	1.056	2.79	1.025
Technology	3.24	.983	2.41	.844	2.65	.973
Ethics	2.86	.976	2.75	1.110	2.05	.899

"1" = definitely acquired due to graduate education; "5" = never acquired due to graduate faculty. CCSSAO is the abbreviation used for community college senior student affairs officers; CCLGF stands for community college leadership graduate faculty; SPAGF stands for student personnel administration graduate faculty. **Boldface** type indicates competencies with a mean acquisition between 1.00 and 2.25.

Flexibility and Adaptability and Adjudicate Student Conduct, were among the lowest standard deviations. Other competencies recording a high degree of variance between individual responses are Advising Students and Personal Organization and Time Management.

Just as with competency importance, CCLGFs provided some different considerations to competency acquisition due to graduate education. CCLGFs reported the most likely acquired competencies as: Research Models and Methods (1.62), Education Culture (1.72), Student Demographics (1.79), Legal Issues in Higher Education (2.03), Leadership Theory (2.03) and Effective Oral and Written Communication (2.25). CCLGFs reported the lowest standard deviations for those same competencies, except for Legal Issues in Higher Education, which calculated the second highest variation of all 25 competencies. The lowest rated competencies perceived by CCLGFs to be acquired due to graduate education were Budgets and Fiscal Management (3.03), Campus and Community Relations (3.03), Crisis and Conflict Management (3.14), Flexibility and Adaptability (3.32), Adjudicate Student Conduct (3.36), Risk Taking (3.57), and Physical Resource Management (3.83). While many of the lowest rated competencies on acquisition reported high standard deviations, there was only one – Campus and Community Relations – that was among the four highest. It should be noted that Institutional Culture and Ethics also had a high degree of variation.

SPAGFs varied only slightly on their perceptions of the acquisition of the necessary competencies. SPAGFs also reported Student Demographics (1.55), Effective Oral and Written Communication (1.79), Education Culture (1.84), Research Models and Methods (1.84) and Leadership Theory (1.91) were the most likely acquired

competencies. All of these were among the lowest standard deviations calculated. The least acquired competencies were: Legal Issues in Higher Education (2.95), Personnel Management (2.95), Risk Taking (3.12), Adjudicate Student Conduct (3.16) and Physical Resource Management (3.72). SPAGF low acquisition competencies also had a relatively high standard deviation with only Physical Resource Management, Risk Taking and Adjudicate Student Conduct with comparatively low variations. In addition to the high standard deviations reported by the least acquired competencies, according to SPAGFs, other competencies with a high degree of variance were Institutional Culture Technology and Flexibility and Adaptability.

Congruence and Inconsistency Between Importance and Acquisition

Comparing the means and standard deviations between the perceived importance of competencies reported by all respondents and the perceived attainment of the competency due to graduate education addressed the second and third major objectives of this study. These were stated by research questions two and three.

2. Which literature-identified skills, if any, are congruent when comparing graduate study attainment and position importance?
3. Which literature-identified skills, if any, are inconsistent when comparing graduate study attainment and position importance?

Recall that the terms congruency and inconsistency were defined in Chapter 1. Congruency is defined as having a high degree to which the skill is perceived to be important to the success of a new community college student affairs professional and high degree to which the skill is perceived to be attained through graduate education or as low degree to which the skill is perceived to be important and low degree to which the

skill is perceived to be attained through graduate education (Hyman, 1983; Waple, 2000). Inconsistency is defined as having a reported average of high degree to which a skill is perceived to be important to the employment success of a new community college student affairs professional yet a low degree to which the skill is perceived to be acquired through graduate education or as a low degree to which a skill is perceived to be important to a position as a community college student affairs officer yet a high degree to which the skill is perceived to be acquired through graduate education (Hyman, 1983; Waple, 2000).

Chapter Three identified the method of comparison between the perception of the degree to which a competency is important for new community college student affairs professionals and the perception of the degree to which is acquired due to graduate education as a Paired Samples t-test at the 0.01 significance level. This significance level was used to statistically offset the response rate and the number of variables making the data analysis more viable and allow for meaningful analysis of the results. The results are reported in Table 4.

For every Paired Sample t-test calculated there was only congruence for Leadership Theory. In other words, Leadership Theory was the only competency whose perceived importance is rated statistically equal to the perceived acquisition rate due to graduate education. Table 4 presents the statistical calculations for all competencies and differences in the average scores between importance and acquisition. All competencies reported an inconsistency. The most common statistical inconsistency can be described as a high degree of importance for the success of a new community college student affairs professional and low degree of acquisition due to graduate education, except for

Research Model and Methods. Research Models and Methods reported the opposite inconsistency in which there is a perceived low degree of importance and high degree of attainment. Concerned about a potential correlation between the responses on importance and acquisition that would skew a Paired Samples t-test, follow-up tests were conducted to ensure that the samples were not significantly correlated.

Table 4. Congruency and Inconsistency Paired Samples t-test Results.

Skill / Competency	Importance Mean	Acquisition Mean	Paired Samples t-test	Significance
<i>Institutional Competencies:</i>				
Education Culture	1.47	1.95	-5.553	.000
Institutional Culture	1.59	2.68	-9.718	.000
Legal Issues in Higher Education	1.74	2.14	-3.783	.000
Personnel Management	1.77	3.08	-11.882	.000
Budgets and Fiscal Management	1.88	3.03	-10.621	.000
Physical Resource Management	2.85	3.77	-9.534	.000
Leadership Theory	1.88	1.98	-1.107	.271
Research Models and Methods	2.56	1.71	8.133	.000
Campus and Community Relations	1.79	3.05	-12.358	.000
<i>Student and Group Programming:</i>				
Program Design and Organization	1.69	2.54	-8.656	.000
Program Implementation	1.84	2.73	-9.524	.000
Program Evaluation and Assessment	1.68	2.47	-7.810	.000
Program Revision	2.09	3.05	-9.830	.000
<i>Student Development:</i>				
Student Demographics and Characteristics	1.50	1.98	-4.630	.000
Advising Students	1.95	2.90	-10.071	.000
Crisis and Conflict Management	1.78	3.01	-12.004	.000
Adjudicate Student Conduct	2.35	3.27	-8.613	.000
Student Outcomes Assessment	1.77	2.66	-8.284	.000
<i>Individual Development:</i>				
Effective Oral and Written Communication	1.17	2.05	-9.021	.000
Personal Organization and Time Management	1.55	2.85	-12.271	.000
Problem Solving	1.40	2.62	-13.560	.000
Risk Taking	2.12	3.45	-13.439	.000
Flexibility and Adaptability	1.58	3.14	-14.681	.000
Technology	1.83	2.80	-9.628	.000
Ethics	1.19	2.50	-13.113	.000

Under importance, "1" = essential to the field for CCSA professionals, "5" = irrelevant for CCSA professionals. Under acquisition, "1" = definitely acquired due to graduate education, "5" = never acquired due to graduate education. **Boldface** type indicates competencies that had an Importance Mean and Acquisition Mean that were statistically significant at the 0.01 level.

Table 5 presents the results of the follow-up tests to determine any statistical correlations or potential relationships between responses on the importance of the competency with the acquisition of the competency due to graduate education. As the table notes, there is a significant albeit slight correlation in the importance and the

Table 5. Competency Correlation and Significance Follow-Up Test

Skill / Competency	Correlation Coefficient	Significance
<i>Institutional Competencies:</i>		
Education Culture	.350	.000
Institutional Culture	.258	.007
Legal Issues in Higher Education	.295	.002
Personnel Management	.111	.244
Budgets and Fiscal Management	.245	.009
Physical Resource Management	.348	.000
Leadership Theory	.362	.000
Research Models and Methods	.225	.018
Campus and Community Relations	.262	.006
<i>Student and Group Programming:</i>		
Program Design and Organization	.313	.001
Program Implementation	.378	.000
Program Evaluation and Assessment	.194	.043
Program Revision	.270	.005
<i>Student Development:</i>		
Student Demographics and Characteristics	.179	.064
Advising Students	.390	.000
Crisis and Conflict Management	.241	.011
Adjudicate Student Conduct	.282	.003
Student Outcomes Assessment	.142	.139
<i>Individual Development:</i>		
Effective Oral and Written Communication	.029	.765
Personal Organization and Time Management	.164	.087
Problem Solving	.174	.069
Risk Taking	.308	.001
Flexibility and Adaptability	.280	.003
Technology	.306	.001
Ethics	.191	.045

Boldface type indicates competencies that had a statistically significant correlation between their means on importance and acquisition at the 0.01 level.

acquisition between the following competencies: Personnel Management, Research Models and Methods, Program Evaluation and Assessment, Student Demographics and Characteristics, Crisis and Conflict Management, Student Outcomes Assessment, Effective Oral and Written Management, Personal Organization and Time Management, Problem Solving and Ethics. These competencies calculated the smallest correlation coefficients. The rest of the correlations between competency importance for the success of community college student affairs professionals and acquisition due to graduate education are insignificant and can be concluded to statistically have no relationship between response rates on importance and the perceived acquisition of the competency due to graduate education.

Statistical Comparisons Between Groups

Importance of Competencies Between Group Analysis

The fourth major objective of this study was to compare the means and standard deviations of the three groups of respondents to determine if the groups perceive competency importance for new community college student affairs professionals in a similar manner. This was stated by research question four.

4. Do CCSSAOs, SPAGF, and CCLFG have similar perceptions of the importance of literature-identified skills?

Chapter Three outlined the use of the mean and standard deviation of the perceived importance of each competency within each of the three groups of stakeholders and the performance of One-way ANOVA tests to relate the responses between each group to determine any significant differences according to the participant groups. The significance level of 0.01 was chosen to statistically offset the response rate and the

number of questions being addressed making the data analysis more viable and less likely to have Type 1 error. The One-way ANOVA test results and significance are reported in Table 6.

Table 6. One-way ANOVA Test Results and Significance for Competency Importance Between Groups.

Skill / Competency	ANOVA F-test	Significance
<i>Institutional Competencies:</i>		
Education Culture	3.986	.021
Institutional Culture	0.012	.988
Legal Issues in Higher Education	0.967	.383
Personnel Management	11.460	.000
Budgets and Fiscal Management	5.535	.005
Physical Resource Management	5.772	.004
Leadership Theory	0.485	.617
Research Models/Methods	0.815	.446
Campus and Community Relations	2.021	.138
<i>Student and Group Programming:</i>		
Program Design and Organization	0.201	.819
Program Implementation	0.585	.559
Program Evaluation and Assessment	1.138	.324
Program Revision	0.183	.833
<i>Student Development:</i>		
Student Demographics and Characteristics	1.225	.298
Advising Students	0.983	.378
Crisis and Conflict Management	2.127	.124
Adjudicate Student Conduct	8.546	.000
Student Outcomes Assessment	0.589	.557
<i>Individual Development:</i>		
Effective Oral and Written Communication	0.030	.971
Personal Organization and Time Management	0.840	.435
Problem Solving	0.328	.721
Risk Taking	0.338	.714
Flexibility and Adaptability	0.017	.983
Technology	1.500	.228
Ethics	3.026	.053

Boldface type indicates competencies whose between group-means are different at the .01 level.

Personnel Management, Budgets and Fiscal Management, Physical Resource Management and Adjudication Student Conduct all proved to be statistically different when the group perceptions on the degree of importance were calculated. F-test values

however, only indicate if the hypothesis that the means between all three groups are equal can be accepted or if the group averages are statistically different. Follow-up tests were completed to examine the relationships between the groups individually on the importance of the competencies. The results and significance are reported in Table 7.

Table 7. ANOVA Follow-Up Test Results and Significance for Competency Importance Between Groups.

Skill / Competency	CCSSAO-CCLGF	CCSSAO-SPAGF	CCLGF-SPAGF
<i>Institutional Competencies:</i>			
Education Culture	.391	.194	-.196
Institutional Culture	-.013	-.023	-.010
Legal Issues in Higher Education	-.180	-.224	-.044
Personnel Management	-.708	-.653	.055
Budgets and Fiscal Management	-.626	-.364	.262
Physical Resource Management	-.657	-.460	.197
Leadership Theory	.031	-.139	-.171
Research Models and Methods	.283	.203	-.081
Campus and Community Relations	-.120	-.332	-.212
<i>Student and Group Programming:</i>			
Program Design and Organization	.030	.093	.064
Program Implementation	-.210	-.104	.106
Program Evaluation and Assessment	.050	.216	.165
Program Revision	-.113	-.062	.050
<i>Student Development:</i>			
Student Demographics and Characteristics	.122	.250	.128
Advising Students	.081	.240	.159
Crisis and Conflict Management	-.372	-.224	.148
Adjudicate Student Conduct	-.581	-.717	-.136
Student Outcomes Assessment	.132	.160	.029
<i>Individual Development:</i>			
Effective Oral and Written Communication	-.005	-.020	-.015
Personal Organization and Time Management	.022	.167	.145
Problem Solving	.059	.096	.036
Risk Taking	-.152	-.010	.142
Flexibility and Adaptability	.028	.026	-.002
Technology	-.108	.187	.295
Ethics	.158	.233	.076

In computing the follow-up test, CCSSAO-CCLGF indicates more than which groups are compared but also indicates that the CCLGF mean is being subtracted from the CCSSAO mean. Therefore, if the value is positive, then the mean of the CCSSAO respondents was higher than the CCLGF mean; If it is negative, the CCSSAO mean was lower than the CCLGF mean. **Boldface** type indicates competencies that have a statistical significance at the 0.01 level.

Table 7 shows a statistically significant different average response at the .01 level when community college student affairs officers (CCSSAOs) are compared with community college leadership program graduate faculty (CCLGFs) on their perception of the importance of the following competencies: Personnel Management, Budgets and Fiscal Management, Physical Resource Management and Adjudicate Student Conduct. When CCSSAO group mean on the importance of the competencies was compared with the student affairs administration program graduate faculty (SPAGFs), Personnel Management and Adjudication Student Conduct were statistically different. There were no significant differences when comparing the group average on importance of competencies between graduate faculty of the community college leadership programs (CCLGFs) and student affairs administration programs (SPAGFs).

Acquired Competencies Between Group Analysis

The fifth major objective of this study was to compare the means and standard deviations of the three groups of respondents to determine if the groups perceive the degree to which competencies are acquired by new community college student affairs professionals through graduate education. This was stated by research question five.

5. Do CCSSAOs, SPAGF, and CCLGF have similar perceptions of the acquisition of literature-identified skills?

Chapter Three outlined the use of the mean and standard deviation of the perceived importance of each competency within each of the three groups of stakeholders and the performance of One-way ANOVA tests to relate the responses between each group to determine any significant differences according to the participant groups. The significance level of 0.01 was chosen to statistically offset the response rate and the

number of questions being addressed making the data analysis more viable and less likely to have Type I error. The One-way ANOVA test results and significance are reported in Table 8.

Table 8. One-way ANOVA Test Results and Significance for Competency Acquisition Between Groups.

Skill / Competency	ANOVA F-test	Significance
<i>Institutional Competencies:</i>		
Education Culture	2.828	.064
Institutional Culture	9.367	.000
Legal Issues in Higher Education	1.019	.364
Personnel Management	1.830	.165
Budgets and Fiscal Management	0.185	.831
Physical Resource Management	0.116	.891
Leadership Theory	0.472	.625
Research Models and Methods	0.946	.391
Campus and Community Relations	1.558	.215
<i>Student and Group Programming:</i>		
Program Design and Organization	5.566	.005
Program Implementation	5.039	.008
Program Evaluation and Assessment	1.116	.331
Program Revision	1.009	.368
<i>Student Development:</i>		
Student Demographics and Characteristics	17.796	.000
Advising Students	3.384	.038
Crisis and Conflict Management	1.839	.164
Adjudicate Student Conduct	0.692	.503
Student Outcomes Assessment	4.553	.013
<i>Individual Development:</i>		
Effective Oral and Written Communication	2.323	.103
Personal Organization and Time Management	4.685	.011
Problem Solving	3.241	.043
Risk Taking	4.976	.009
Flexibility and Adaptability	4.586	.012
Technology	6.985	.001
Ethics	8.114	.001

Boldface type indicates competencies whose between group means are statistically different at the .01 level.

The perceived acquisition of seven of the competencies – Institutional Culture, Program Design and Organization, Program Implementation, Student Demographics and Characteristics, Risk Taking, Technology and Ethics – were calculated to be statistically

different between the three groups at the 0.01 level when examining the group averages on the perception of acquiring the competency through graduate education. F-test values however, only indicate if the hypothesis that the means between all three groups are equal can be accepted or if the group averages are statistically different. Follow-up tests were completed to examine the relationships between the groups individually on their perceptions of the attainment of the competency due to graduate education preparation.

Table 9 shows a statistically significant different average response when community college student affairs officers (CCSSAOs) were compared with community college leadership program graduate faculty (CCLGFs) on the acquisition of the following competencies: Institutional Culture, Student Demographics and Characteristics, and Technology. When CCSSAO group mean on the acquisition due to graduate education was compared with the student affairs administration program graduate faculty (SPAGFs), Institutional Culture, Program Design and Development, Program Implementation, Student Demographics and Characteristics, Risk Taking, Technology and Ethics were statistically different. Graduate faculty of the community college leadership programs (CCLGFs) and student affairs administration programs (SPAGFs) showed a statistically significant difference on the attainment of the competency through graduate education when examining the average perception on Ethics.

Table 9. ANOVA Follow-Up Tests and Significance for Competency Acquisition Between Groups.

Skill / Competency	CCSSAO-CCLGF	CCSSAO-SPAGF	CCLGF-SPAGF
<i>Institutional Competencies:</i>			
Education Culture	.510	.380	-.130
Institutional Culture	.815	1.002	.187
Legal Issues in Higher Education	.276	.320	.044
Personnel Management	.358	.370	.012
Budgets and Fiscal Management	.014	.127	.112
Physical Resource Management	-.056	.051	.106
Leadership Theory	-.040	.141	.180
Research Models and Methods	-.012	-.219	-.208
Campus and Community Relations	.237	.387	.150
<i>Student and Group Programming:</i>			
Program Design and Organization	.463	.719	.255
Program Implementation	.166	.632	.467
Program Evaluation and Assessment	.156	.321	.165
Program Revision	.257	.269	.012
<i>Student Development:</i>			
Student Demographics and Characteristics	.846	1.081	.235
Advising Students	.258	.553	.295
Crisis and Conflict Management	.024	.367	.342
Adjudicate Student Conduct	-.028	.215	.243
Student Outcomes Assessment	.606	.577	-.029
<i>Individual Development:</i>			
Effective Oral and Written Communication	-.141	.317	.458
Personal Organization and Time Management	.135	.635	.500
Problem Solving	.052	.447	.395
Risk Taking	.205	.620	.415
Flexibility and Adaptability	.061	.638	.577
Technology	.850	.561	-.289
Ethics	.141	.819	.679

In computing the follow-up test, CCSSAO-CCLGF indicates more than which groups are compared but also indicates that the CCLGF mean is being subtracted from the CCSSAO mean. Therefore, if the value is positive, then the mean of the CCSSAO respondents was higher than the CCLGF mean; If it is negative, the CCSSAO mean was lower than the CCLGF mean. **Boldface** type indicates competencies that have a statistical significance at the 0.01 level.

Chapter Summary

This chapter presented the data obtained by the research instrument and reiterated the research questions that were proposed. The data included in this chapter was organized to provide a demographic profile of the respondents. The overall average on

the perception of the importance was calculated to determine the degree to which the respondents felt that the 25 competencies were important to the success for new community colleges student affairs professionals. The overall average on the perception of the acquisition of competencies was calculated to determine the degree to which the respondents felt that the 25 competencies were acquired through graduate education preparation. A statistic comparison was performed between the overall means on importance and attainment for each competency determining if there was a congruence or inconsistency between the response perceptions on importance and attainment. Lastly, an analysis of variance was preformed to determine if the groups reported a significantly different average response.

This dissertation includes five chapters. Chapter 1 presented the research problem on which this study will focus, the rationale for the study, and clearly identified the research questions to be answered by this study. Chapter 2 reviewed the literature on student affairs and community college leadership in order to highlight similarities and differences between the graduate preparation in both fields. It also identified the skills and competencies utilized by this study and noted cross-references to them in each body of literature. Chapter 3 delineated the research methodology this study will employ including the statistical analysis employed to answer the research questions posed by this study. Chapter 4 presented the results of the research and performed the statistical analysis on the data in order to answer the research questions. Chapter 5 will draw conclusions based on the data analysis and make recommendations for future research.

CHAPTER 5 SUMMARY AND CONCLUSIONS

This chapter includes: a) a summary of the development of the study; b) a summary of the responses and data analysis presented in Chapter Four; c) an interpretation of the answers to the research questions posed in Chapter One and conclusions based on the data; d) the implications of the study; and, e) considerations for future research.

A Summary of the Development of the Study

Purpose of the Study

The purpose of this study was to examine the relationship between graduate education in community college leadership and student personnel administration programs and the skills, deemed by research and representatives from the three professional associations for community college student affairs professionals to be important to success in the field. Additionally, the degree to which relevant stakeholders and preparatory educators perceive those skills to be important was examined.

Research Questions

The research questions addressed in this study were:

1. To what degree do community college senior student affairs officers (CCSSAOs), student personnel administration graduate faculty (SPAGF), and community college leadership graduate faculty (CCLGF):
 - a. Perceive that a literature-identified set of skills are essential for new community college student affairs professionals?
 - b. Perceive that new community college student affairs professionals attain these skills during their graduate studies?

2. Which literature-identified skills, if any, are congruent when comparing graduate study attainment and position importance?
3. Which literature-identified skills, if any, are inconsistent when comparing graduate study attainment and position importance?
4. Do CCSSAOs, SPAGF, and CCLFG have similar perceptions of the importance of literature-identified skills?
5. Do CCSSAOs, SPAGF, and CCLGF have similar perceptions of the acquisition of literature-identified skills?

Rationale for the Study

In 1993, the Wingspread Group on Higher Education stated “(a) disturbing and dangerous mismatch exists between what American society needs of higher education and what it is receiving” (pg. 1). One of the areas that may exemplify this mismatch is the preparation of student affairs professionals for work in community colleges. The higher education literature indicates the importance of student affairs administration (Hyman, 1983; Waple, 2000), but gives only limited discussion within the context of community colleges. In the four-year college or university, student affairs administration plays an important role in students’ development and in the campus environment (Whitt, Kuh, Schuh, Kinzie and Associates, 2005). However, in the preparation for four-year college or university, graduate faculty, student affairs practitioners, and national professional associations have debated the most effective graduate education preparation for new student personnel professionals (Dewitt, 1991; Gordon, Strode and Mann, 1993; Henning, 1993; Hyman, 1988; Miller and Vacek, 1996; O’Banion, 1969; Saidla, 1990; Upcraft, 1998). Numerous authors have argued that to be a successful student affairs administrator, appropriate academic preparation in student affairs administration is critical (Evans and Tobin, 1998; Fenske, 1989; Hyman, 1983; Hyman, 1988; Rentz,

1994; Stamatakos, 1981). However, no studies have addressed the formal graduate education preparation for student affairs professionals who desire to work in the community college arena, even though the community colleges are being challenged to become more "student- or learner-centered" institutions (O'Banion, 1991, 1997, 1999).

For over half a century, concerns have been raised about the need for competently trained student affairs staff (Hyman, 1983; Waple, 2000). Graduate faculty, senior student affairs officers, professional associations, and other student affairs practitioners have examined graduate education preparation for a career in student affairs. While there is little agreement as to how to provide the "best" formal training for new professionals, several authors assert that academic preparation in student affairs administration is critical for a successful career in the field (Evans and Tobin, 1998; Fenske, 1989; Hyman, 1983; Hyman, 1988; Rentz, 1994; Stamatakos, 1981). Even though interest has been expressed and research conducted on the topic of student affairs preparation, virtually no research has been conducted in the area of graduate education preparation in the field of community college student affairs. The literature focuses primarily on the perceptions of student affairs administration faculty members whose concentration lies in four-year institutions and four-year senior student affairs officers of what the preparation of new professionals to four-year institutions entails or the perceptions of new four-year professionals on their job duties.

In addition, the debate about graduate education preparation focused on community college leadership has grown. With the explosion of community colleges in America, there has been little examination of the academic preparation given to those who pursue careers in community colleges. While there are graduate programs that

concentrate on the development of community college executive leadership and secondly the community college professoriate, the remaining officers of the community college have been left to seek adequate graduate education preparation elsewhere. The debate over the need for a concentration in community colleges versus the general education background received through higher education administration programs might lead some to wonder about the best preparation for community college leaders. Community colleges get limited exposure in current higher education administration programs. The continuous development and progress of community colleges into the higher education arena continues to add to the popularity of programs focusing entirely on community college leadership.

O'Banion and other noted community college leaders have placed emphasis on community colleges as "student-centered" institutions (AACC, 1988; O'Banion, 1997). In the increasingly competitive higher education arena, community colleges have readily embraced the "student- or learner-centered" concept. But community college leaders understand that in order for the "learning college" to be more than a passing fad, the concepts must be continually developed and implemented on community college campuses (O'Banion, 1997, 1999). With the amount of fluctuation in higher education leadership models and the continuing development of community colleges as "student-centered" institutions, there is an obvious gap in the research for the development of community college student affairs professionals. Moreover, the gap is evident when inspecting the skills and competencies achieved through formal graduate education to prepare new community college student affairs professionals. How can community colleges continue to make themselves "student-centered" if there is a potential gap in

preparation for those who are hired to focus on accurately and competently serving the unique needs of community college students? The lack of research in the assessment of graduate education preparation offered to student affairs professionals in the community college is a limitation to the surge of “student-centeredness” in the community college movement.

Reinforcing this issue, Cohen and Brawer (1994) noted the overwhelming lack of literature on leadership preparation for community college administration. They continued by saying that no trend exists to address the increasing interest in community college leadership (Cohen and Brawer, 1994). This gap caused this researcher to examine the skills needed by new professionals using the perceptions of community college senior student affairs officers and to examine the perceptions of graduate faculty in the two most common programs that prepare community college student affairs professionals – community college leadership and student affairs administration.

Cooper and Miller (1998) wrote, “Most student affairs practitioners would agree that formal academic professional education provides an excellent, perhaps essential foundation on which to build a professional career” (p.55). The following questions still remain unanswered: Which skills and competencies are considered most important for new community college student affairs professionals? Which skills and competencies are acquired due to formal graduate education preparation programs? Is the need for certain skills congruent with the acquisition of them during graduate education? What formal academic preparation provides the best opportunity for community college student affairs professionals to acquire the necessary skills and competencies?

Review of the Literature

The specific purpose of the literature review was to provide background on the field of community college student affairs. The literature review also identified specific competencies that could be investigated for importance to new community college student affairs professionals as well as the examination of the perceived acquisition of those competencies due to graduate education. Since a relatively small amount of literature has been specifically published on community college student affairs, it was necessary to examine the student affairs administration literature acknowledging its focus primarily on four-year college and institutions as well as community college leadership preparation literature respecting its primary concern as the preparation for executive leadership. Nineteen competencies were established in 1991 by the three professional organizations of community college student affairs professionals – the National Council on Student Development, Commission XI of the American College Personnel Administration, and the Community College Task Force of the National Association of Student Personnel Administrators (Floyd, 1991). Six more competencies were added by virtue of their overwhelming appearance in the literature for student affairs preparation and to ensure the competencies were up to date.

Methodology

The research population for this study included selected samples of graduate faculty of community college leadership preparation programs (CCLGF), graduate faculty of student personnel administration programs (SPAGF), and community college senior student affairs officers (CCSSAO). One hundred CCSSAOs were selected from the membership of the National Council on Student Development (NCSD), an affiliate

council of the American Association of Community Colleges (AACC). One hundred active community college leadership preparation program graduate faculty were selected. The community college leadership programs were self-identified on the American Association of Community Colleges (AACC) website as having a community college leadership program or degree. A random sample of 100 active graduate faculty were selected from student personnel administration graduate faculty at universities with a National Association of Student Personnel Administrators (NASPA) or American College Personnel Association (ACPA) recognized program.

A two-part research instrument was designed and developed for distribution to the 300 randomly selected participants for this study. Part One of the instrument sought demographic information from the participants. Graduate faculty of both programs answered six demographic questions and community college senior student affairs officers answered seven demographic questions. Part Two of the instrument asked participants to respond on a five-point Likert scale to 25 professional competencies. For each competency, participants were asked to indicate a) the extent to which the competency was important to the success of a new community college student affairs professional and b) the extent to which the competency is acquired due to graduate education preparation. The 25 competencies utilized in the study were divided into four major categories and included:

- I. Institutional Competencies
 1. Education Culture (including Knowledge of Higher Education, Community Colleges and Student Affairs)
 2. Institutional Culture (including Institutional Mission and Objectives and Creating an Institutional Vision)
 3. Legal Issues in Higher Education
 4. Personnel Management (including Hiring, Evaluating, Personnel Conflict, Diversity in the Workplace and Mentoring)

5. Budgets and Physical Resources Management
 6. Physical Resource Management
 7. Leadership Theory (including Strategic Planning, Decision-Making, Responsibility and Delegation)
 8. Research Models and Methods
 9. Campus and Community Relations (including Collaboration and Coalition Building)
- II. Student and Group Programming
10. Program Design and Organization (including Programming Requests, Interpreting Student Needs, Representing Students Needs to Others)
 11. Program Implementation
 12. Program Evaluation and Assessment
 13. Program Revision
- III. Student Development
14. Student Demographics and Characteristics (including Multicultural Awareness, Trends and Enrollment Data)
 15. Advising Students
 16. Crisis and Conflict Management
 17. Adjudicate Student Conduct
 18. Student Outcomes Assessment
- IV. Individual Development
19. Effective Oral and Written Communication Skills
 20. Personal Organization and Time Management
 21. Problems Solving
 22. Risk Taking
 23. Flexibility and Adaptability
 24. Technology
 25. Ethics

Initial distribution of the instrument was accomplished through the mail on April 22, 2005. A response deadline of May 2 was indicated with the instrument. A follow-up email was initiated on May 9 with an attached Adobe Acrobat file for respondents to download in case they had misplaced the original instrument.

The 1991 joint commission on issues and challenges for community college student affairs professionals was composed of 52 community college student affairs leaders and community college leaders whose foundations and expertise were focused on student affairs. (Floyd, 1991) It is impossible to relocate and contact all of the members of the original commission. By examination of the ten members of the original

commission who responded and the responses of the current executive board of the National Council on Student Development (NCSD) whose members were assumed to be comparable as leaders in the field of community college student affairs, the instrument was shown to be reliable. When those members were asked to report irrelevant characteristics mentioned in the instrument, there were none reported. They confirmed that the characteristics listed in the instrument were listed in the original joint paper, comparable to those mentioned in the joint paper or were not mentioned but were relevant given the changes to the profession since the joint paper was published. Therefore validity was established using the responses of the current executive board of NCSD and those who previously contributed to the development of the joint commission position paper. It can also be proven by the reported responses of the sample of community college senior student affairs officers. CCSSAOs consistently rated the competencies measured by the instrument as essential whether they were included by mention in the joint commission or added by the frequent literature references.

Upon the conclusion of the follow-up procedure, overall response rates indicated that of the potentially 300 CCSSAOs, CCLGFs, and SPAGFs who were mailed a copy of the instrument, 112 usable instruments were returned. An initial breakdown of the rate of return by group indicated that 31 of 100 (31%) CCLGFs, 37 of 100 (37%) CCSSAOs, and 44 of 100 (44%) SPAGFs. However, there were 7 community college leadership graduate faculty who were identified by the American Association of Community Colleges who responded that their college or university did not have a community college leadership program or that the program had been dismantled. There were 4 community colleges who returned surveys unanswered due to the position of Vice President or Dean

of Students Affairs being vacant at the time of the survey distribution. Adjusted for program dissolution or incorrect self-identification for community colleges, 31 of 93 (33.3%) of CCLGFs useable responses were returned. Adjusted for current vacancies in senior student affairs officer positions, 37 of 96 (37.5%) of CCSSAO useable responses were returned. No alterations were necessary for the SPAGF participant group who recorded a 44% response rate. Overall, the 112 responses from the realistic population of 289 tallied a 38.8% response rate.

The data obtained from the responses were analyzed using the Statistical Program Software for Students (SPSS) Base 13.0, which was specifically created for the analysis for data in the social sciences. In analyzing the data collected for this study, five SPSS procedures were used. Means and standard deviations were calculated for both importance and acquisition for each competency. Paired Samples t-test with Correlation Coefficients was used to determine the relationship between importance and acquisition of competencies. One-way ANOVA (F-test) reported the significance of the differences in the means for each reported group in both the importance and acquisition. Follow-up tests for analysis of variance, assuming equal variances – Tukey HSD and Bonferroni – and assuming unequal variances – Tamhane and Games-Howell – determined which of the groups were statistically different.

Findings

The findings in this study are presented in response to each of the five questions for investigation.

Question 1

To what degree do community college senior student affairs officers (CCSSAOs), student personnel administration graduate faculty (SPAGF), and community college leadership graduate faculty (CCLGF): a) perceive that a literature-identified set of skills are essential for new community college student affairs professionals? and, b) perceive that new community college student affairs professionals attain these skills during their graduate studies?

The first part of this question was answered by examining the mean scores generated by respondents in each of the three groups as they indicated the extent to which they perceived that the competency was important for new community college student affairs professionals to be successful. The highest rated competencies on importance for all groups were Effective Oral and Written Communication, Problem Solving, and Ethics. The CCSSAOs also reported that Personnel Management was among the highest importance to the success of a new community college student affairs professional while the graduate faculty of both types of programs (CCLGFs and SPAGFs) responded that knowledge of Education Culture was of the highest importance. Additionally, SPAGFs indicated among the highest importance were the competencies of Student Demographics and Characteristics and Personal Organization and Time Management. Only one group – CCLGFs – reported an importance of over 3 indicating that the competency of Physical Resource Management was only somewhat important.

The second part of this question was answered by examining the mean scores generated by the responses in each of the three groups as they indicated the extent to which they perceived that the competency was acquired due to graduate education

preparation for new community college student affairs professionals. The highest rated competencies on acquisition for all groups were Education Culture, Legal Issues in Higher Education, Leadership Theory, Research Models and Methods and Effective Oral and Written Communication. Graduate faculty reported that there was an additional competency – Student Demographics and Characteristics – that they agreed was the highest in importance, regardless of the programs in which they taught. In addition, CCLGF's rated Technology among the highest of competencies acquired through graduate education and SPAGFs gave Ethics the nod of having one of the highest acquisition rates. Not surprising, there were quite few competencies that the three groups were not convinced were acquired through graduate education. Of those in common between the groups, Physical Resource Management, Adjudicate Student Conduct and Risk Taking all were among the least attained during graduate education. Each group contributed its own set of concerns over acquisition of competencies from graduate education. CCSSAOs rated Institutional Culture, Personnel Management, Budgets and Fiscal Management, Campus and Community Relations, Program Implementation, Program Revision, Advising Students, Crisis and Conflict Management, Student Outcomes Assessment, Personal Organization and Time Management, Flexibility and Adaptability and Technology all over a 3 on the acquisition scale indicating that these competencies were only somewhat acquired during graduate education. CCLGFs agreed that the acquisition of the competencies of Budgets and Fiscal Management, Campus and Community Relations, Crisis and Conflict Management, Personal Organization and Time Management and Flexibility and Adaptability were among those only somewhat likely to

be acquired through graduate education. SPAGFs reported no competencies only somewhat likely to be acquired through graduate education.

Questions 2 and 3

Which literature-identified skills, if any, are congruent when comparing graduate study attainment and position importance? Which literature-identified skills, if any, are inconsistent when comparing graduate study attainment and position importance?

These questions were answered using the overall mean and standard deviations for importance and acquisition for each competency and the use of the Paired Samples t-test. Use of the Paired Samples t-test ensured that in the case where a respondent answered only the importance of a competency, it would not be able to skew the data in comparison with the acquisition and visa versa. The results of the Paired Samples t-test revealed that there was only congruence for Leadership Theory. All other competencies were calculated to be significantly different, or inconsistent, between the importance rating and the rate of acquisition. All significantly different competencies were all described as having a high degree of importance for the success of a new community college student affairs professional but a low degree of attainment due to graduate education except for Research Models and Methods whose inconsistency was of low importance and high acquisition due to graduate education.

Concerned about unobserved correlations between the variables, correlation coefficients were calculated and reported that only six of the competencies had a significant correlation between importance and acquisition – Personnel Management, Student Demographics and Characteristics, Student Outcomes Assessment, Effective

Oral and Written Communication, Personal Organization and Time Management, and Problem Solving. However the correlation was minimal.

Question 4

Do CCSSAOs, SPAGF, and CCLFG have similar perceptions of the importance of literature-identified skills?

This question was answered using the One-way ANOVA, or F-test, between the groups to determine if the differences in the average response for the importance of a competency were significant. Education Culture, Personnel Management, Budgets and Fiscal Management, Physical Resource Management and Adjudicate Student Conduct all proved to be statistically different when the group perceptions on the degree of importance was calculated. F-test values however, only indicate if the hypothesis that the means between all three groups are equal can be accepted or if the group averages are statistically different. If the groups are statistically different, which groups are statistically different cannot be determined without using follow-up tests. Follow-up tests, assuming equal and unequal variances, were completed to examine the relationships between the groups individually on the importance of the competencies. A statistically significant difference average response was revealed when community college student affairs officers (CCSSAOs) are compared community college leadership program graduate faculty (CCLGFs) on their perception of the importance of the following competencies: Education Culture, Personnel Management, Budgets and Fiscal Management, Physical Resource Management and Adjudicate Student Conduct. When CCSSAO group mean on the importance of the competencies is compared with the student affairs administration program graduate faculty (SPAGFs), Personnel

Management, Adjudicate Student Outcome and Ethics were statistically different. There were no significant differences when comparing the group average on importance of competencies between graduate faculty of the community college leadership programs (CCLGFs) and student affairs administration programs (SPAGFs).

Question 5

Do CCSSAOs, SPAGF, and CCLGF have similar perceptions of the acquisition of literature-identified skills?

This question was answered using the One-way ANOVA, or F-test, between the groups to determine if the differences in the average response for the acquisition of a competency were significant. The perceived acquisition of six of the competencies in the first three major categories – Institutional Culture, Program Design and Organization, Program Implementation, Student Demographics and Characteristics, Advising Students and Student Outcomes Assessment – were calculated to be statistically different between the three groups. In addition to these six, all of the competencies in the category of Individual Development, except for Effective Oral and Written Communication, proved to be statistically different when examining the group averages on the perception of acquiring the competency through graduate education. F-test values however, only indicate if we can accept the hypothesis that the means between all three groups are significant or if the group averages are statistically different. If the groups are statistically different, we cannot determine which of the groups are statistically different. Follow-up tests, assuming equal and unequal variances, were completed to examine the relationships between the groups individually on their perceptions of the attainment of the competency due to graduate education preparation. A statistically significant different

average response was revealed when community college student affairs officers (CCSSAOs) are compared with community college leadership program graduate faculty (CCLGFs) on the acquisition of the following competencies: Institutional Culture, Student Demographics, Student Outcomes Assessment and Technology. When CCSSAO group mean on the acquisition due to graduate education is compared with the student affairs administration program graduate faculty (SPAGFs), Institutional Culture, Program Design and Development, Program Implementation, Student Demographics, Advising Students and Student Outcomes Assessment, Personal Organization and Time Management, Problem Solving, Risk Taking, Flexibility and Adaptability, Technology and Ethics were statistically different. Graduate faculty of the community college leadership programs (CCLGFs) and student affairs administration programs (SPAGFs) calculated a statistical difference on the attainment of the competency through graduate education when examining the average perception on Ethics.

The data analysis of this study revealed that there are significant amount of disagreement between the importance of the set of competencies and whether they are attained through graduate education. Leadership Theory is the only competency statistically congruent between the importance and acquisition. All competencies reported an inconsistency with high level of importance but a low level of acquisition except for Research Models and Methods. This reveals that for 23 of the competencies reinforced by the literature and current community college senior student affairs officers, the new professionals are not getting what they need to be successful in community college student affairs. The only competency that they are acquiring through graduate

school however, is not of high importance to a community college student affairs professional—Research Models and Methods.

The graduate faculty in the two most likely graduate programs preparing community college student affairs professionals – community college leadership and student affairs administration – and those who actually work in the field of community college student affairs, namely the senior student affairs officers in community colleges are somewhat in disagreement between the importance of the competencies necessary for success in community college student affairs. There were no competencies where two-year college concentrated groups (CCSSAOs and CCLGFs) were statistically different on importance from their four-year college or university concentrated group (SPAGFs).

CCSSAOs disagreed with SPAGFs on only three of the competencies with respect to importance – Personnel Management, Adjudicate Student Conduct and Ethics. In the case of the difference on importance with respect to Ethics, CCSSAOs reported a higher average of importance than SPAGFs, even though student affairs literature repeatedly point to the development of ethical standards in student affairs preparation.

Community college leadership program faculty and those who work in community colleges are at the greatest odds regarding importance of competencies. Four of the competencies where statistical differences were significant between CCSSAOs and CCLGFs indicate that community college leadership programs might be overemphasizing Personnel Management, Budgets and Fiscal Management, Physical Resource Management, and Adjudication of Student Conduct. CCSSAOs rated a higher importance on Education Culture than the CCLGFs.

If the graduate faculty in community college leadership and student affairs administration programs disagreed with community college senior student affairs officers about the importance of the competencies, then the disagreement gets more complicated when examining the acquisition of competencies due to graduate education. There is only one competency – Ethics – where two-year college concentrated groups (CCSSAOs and CCLGFs) reported a statistically higher acquisition rate than their four-year college or university concentrated group (SPAGFs).

Community college graduate faculty only disagreed with community college practitioners on four of the competencies – Legal Issues in Higher Education, Student Demographics, Student Outcomes Assessment, and Technology. In each case, the research pointed out that a) the senior student affairs officers reported a higher acquisition rate for the competency than the community college leadership faculty; and, b) these were also among the competencies where they were statistically different with student affairs administration faculty. Other places where CCSSAOs and SPAGFs had a different acquisition rate were Program Design and Development, Program Implementation, Advising Students, Personal Organization Time Management, Problem Solving, Risk Taking and Flexibility and Adaptability.

Conclusions of the Study

1. This study found that a gap exists between what community college student affairs professionals need to be successful and what they are acquiring from graduate education. This suggests that some are succeeding by virtue of other supplemental training, previously acquiring these competencies before graduate school or “on the job” training.

2. Community college practitioners and the graduate faculty of both programs agree on the importance of established competencies regardless of institution designation.
3. Practitioners see a higher importance on the uniqueness of the community college than community college graduate faculty.
4. When significant differences were found between groups, practitioners gave a positive report card to graduate faculty of both preparation programs on the competency acquisition due to graduate education.
5. The establishment of a community college student affairs graduate program is not an immediate need; however there is a need for more emphasis within existing graduate preparation programs on community college student affairs issues.

Recommendations and Suggestions for Future Research

The results of this study have raised a number of issues and questions, which merit additional consideration and future study.

1. What type of preparation programs do community college student affairs professionals feel like best prepared them for a position in the field?
2. How well does a formal graduate education program prepare new professionals compared to workshops, seminars and various other learning outlets?
3. What effect does professional organization training, such as a workshop or seminar, have on the acquisition of competencies?
4. What new competencies should be added to the 25 emphasized in this study as community college leadership and student affairs in community colleges develops as a profession?

5. Does the graduate degree held by graduate faculty in either program have an effect on the responses offered on this survey?
6. Does the Higher Education Administration degree, which focuses on general higher education administration where the focus and concentration on a field is left to the student, meet the needs of community college student affairs officers?
7. Community college leadership graduate programs should provide more exposure to student affairs topics and student affairs administration graduate programs should provide more exposure to community college topics.
8. Graduate faculty of both programs should research ways to develop an understanding of community college student affairs issues.
9. Student affairs administration and community college leadership graduate faculty should collaborate on joint topics, including professional development in areas to increase the acquisition of the competencies necessary for community college student affairs.
10. Recruitment of faculty who have knowledge and/or experience in both student affairs administration and community college leadership.

APPENDIX A TABLE OF COMPETENCIES

This appendix contains an organization of the skills and competencies presented by the joint commission of the three professional organizations of community college student affairs officers and compares them with the competencies suggested through the student affairs and community college leadership program literature to clearly note which of the skills and competencies should be measured in this study. The table lists each of the 25 competencies and indicates if it was directly mentioned in the NCSD-ACPA-NASPA joint paper (✓) as well as the number of direct references to each competency within the student affairs (1-7) and community college literature (1-5).

Comparison of Competencies from the 1991 Joint Task Force Position Paper, Student Affairs and Community College Leadership Research.

Competency or Skill	NCSD-ACPA-NASPA	Student Affairs literature	Community College Leadership literature
<i>Institutional Competencies:</i>			
Education Culture (including Knowledge of Higher Education, Community Colleges and Student Affairs)	✓	4	2
Institutional Culture (including Institutional Mission/ Objectives and Creating a Institutional Vision)	✓	4	5
Legal Issues in Higher Education		4	1
Personnel Management (including Hiring, Evaluation, Personnel Conflict, Diversity in the Workplace and Professional Mentoring)	✓	6	4
Budgets and Financial Resources Management	✓	6	2
Physical Resource Management	✓	4	2
Leadership Theory (including Strategic Planning, Decision-Making, Responsibility and Delegation)	✓	4	5
Research Models and Methods	✓	4	3
Campus and Community Relations (including Collaboration and Coalition Building)	✓	3	5

Comparison of Competencies from the 1991 Joint Task Force Position Paper, Student Affairs and Community College Leadership Research. (Continued)

Competency or Skill	NCSD-ACPA-NASPA	Student Affairs literature	Community College Leadership literature
<i>Student and Group Programming:</i>			
Program Design and Organization (including Programming Requests, Interpreting Student Needs, Representing Students Needs to Others)	✓	6	5
Program Implementation	✓	6	5
Program Evaluation/Assessment	✓	7	2
Program Revision	✓	6	5
<i>Student Development:</i>			
Student Demographics and Characteristics (including Multicultural Awareness, Trends and Enrollment Data)	✓	5	3
Advising Students	✓	3	0
Crisis and Conflict Management		4	4
Adjudicate Student Conduct	✓	1	0
Student Outcomes Assessment	✓	6	2
<i>Individual Development:</i>			
Effective Oral and Written Communication Skills		4	4
Personal Organization and Time Management		0	2
Problem Solving	✓	4	5
Risk Taking		0	4
Flexibility and Adaptability		0	4
Technology	✓	3	3
Ethics	✓	4	2

APPENDIX B

COMPETENCY REFERENCES IN STUDENT AFFAIRS LITERATURE

This appendix outlines the skills and competencies presented by the joint commission of the three professional organizations of community college student affairs officers and notes which student affairs preparation authors directly mentioned them or made reference with respect to their importance.

Identified Skills and Competencies for Entry-Level Student Affairs Staff

Skill or Competency	Hyman	Delworth & Hanson	Dewitt	Twale	Barr	Pope & Reynolds	Beatty & Stamatakos	Waple
<i>Institutional Competencies:</i>								
Educational Culture								
- Historical perspectives				✓			✓	✓
- Conceptual frameworks				✓		✓	✓	✓
- Knowledge of student affairs jargon				✓			✓	
- Ethics in student affairs					✓	✓	✓	✓
- Write behavioral objectives	✓						✓	
Institutional Culture					✓			
- Enrollment Management					✓			✓
- Understand institutional objectives	✓						✓	
- Articulate institutional goals	✓						✓	
Legal issues in higher education						✓	✓	✓
Personnel Management	✓	✓	✓			✓	✓	✓
- Select, train and supervise staff	✓					✓	✓	✓
- Staff evaluation	✓						✓	✓
- Facilitate staff development	✓		✓			✓	✓	✓
- Work with diverse staff	✓		✓			✓	✓	✓
Financial Resources Management								
- Develop and administer budget	✓		✓		✓	✓	✓	✓
- Organize resources	✓	✓					✓	✓
Physical Resource Management	✓		✓			✓	✓	✓
- Manage facilities	✓						✓	
- Organize resources	✓	✓					✓	✓
Leadership Theory								
- Strategic Planning	✓		✓			✓	✓	✓
- Consultation		✓						✓
Research			✓			✓	✓	✓
Community relations					✓			✓

Identified Skills and Competencies for Entry-Level Student Affairs Staff. (Continued)

Skill or Competency	Hyman	Delworth & Hanson	Dewitt	Twale	Barr	Pope & Reynolds	Beatty & Stamatakos	Waple
<i>Student and Group Programming:</i>								
Program Design and Organization								
- Analyze and interpret program needs	✓						✓	✓
- Represent student concerns on campus	✓							✓
- Program development	✓	✓		✓	✓		✓	✓
Program Implementation								
- Program development	✓	✓		✓	✓		✓	✓
- Analyze and interpret program needs	✓						✓	✓
Program Evaluation/Assessment								
- Program evaluation	✓	✓		✓	✓	✓	✓	✓
Program Revision	✓	✓		✓	✓	✓	✓	✓
<i>Student Development:</i>								
Demographics and Characteristics								
- Interpret attitudes/beliefs of others	✓						✓	
- Recognize and define confidentiality	✓							
- Student Development Theory				✓		✓	✓	✓
- Work with diverse students	✓		✓			✓	✓	✓
Crisis and Conflict Management								
- Mediate conflict	✓				✓	✓		✓
Adjudicate Student Conduct				✓				
- Student discipline				✓				
Student Outcomes Assessment								
- Student Development Theory				✓		✓	✓	✓
<i>Individual Development:</i>								
Effective Communication Skills								
- Verbal and written skills	✓					✓	✓	✓
- Group presentations	✓					✓	✓	✓
Personal Organization and Time Management								
Problem solving	✓					✓	✓	✓
- Decision making	✓					✓	✓	✓
- Use expertise of others	✓						✓	✓
Risk-Taking								
Flexibility and Adaptability								
Technology					✓			
Ethics	✓				✓	✓	✓	✓
- Use expertise of others	✓						✓	✓

APPENDIX C
COMPETENCY REFERENCES IN COMMUNITY COLLEGE LITERATURE

This appendix outlines the skills and competencies presented by the joint commission of the three professional organizations of community college student affairs officers and notes which community college leadership preparation authors directly mentioned them or made reference with respect to their importance.

Identified Skills and Competencies for Community College Leadership

Skill or Competency	Hammons & Keller	Duncan & Harlacher	McFarlin, Crittenden & Ebbers	Pierce & Pederson	Brown, Martinez & Daniel
<i>Institutional Competencies:</i>					
Education Culture					
- History of Higher Education			✓		
- Cultural Foundations of Higher Education			✓		✓
- History of Community Colleges			✓		
- Knowledge of Community College Mission			✓		✓
- Student Development Theory				✓	✓
Institutional Culture					
- Behavioral Objectives			✓		✓
- Organizational Theory	✓	✓	✓	✓	✓
Legal Issues in Higher Education					✓
Personnel Management				✓	
- Supervision of Staff	✓				✓
- Professional Mentoring	✓	✓	✓		✓
Budgets and Fiscal Management	✓				✓
Management of Physical Resources	✓				✓
Leadership Theory	✓	✓	✓	✓	✓
- Strategic Planning	✓	✓	✓		✓
- Ethics in Leadership		✓	✓		
Research Models and Methods	✓		✓		✓
Campus and Community Relations	✓	✓	✓		✓
- Collaboration and Coalition Building	✓	✓	✓	✓	✓

Identified Skills and Competencies for Community College Leadership. (Continued)

Skill or Competency	Hammons & Keller	Duncan & Harlacher	McFarlin, Crittenden & Ebbers	Pierce & Pederson	Brown, Martinez & Daniel
<i>Student and Group Programming:</i>					
Program Design and Organization					
- Effective Program Planning & Implementation	✓	✓	✓	✓	✓
- Interpret Attitudes and Beliefs of Others	✓			✓	✓
Program Implementation					
- Effective Program Planning & Implementation	✓	✓	✓	✓	✓
Program Evaluation	✓				✓
Program Revision	✓				✓
- Effective Program Planning & Implementation	✓	✓	✓	✓	✓
<i>Student Development:</i>					
Student Demographics and Characteristics			✓	✓	✓
- Multicultural Awareness and Knowledge					✓
- Student Development Theory				✓	✓
Advising Students					
Crisis and Conflict Management	✓	✓		✓	✓
Adjudicate Student Conduct					
Student Outcomes Assessment	✓				✓
<i>Individual Development:</i>					
Effective Oral and Written Communication Skills	✓	✓	✓		✓
- Workshop Presentations					✓
Organization and Time Management	✓				✓
Problem Solving	✓	✓	✓	✓	✓
Risk Taking	✓	✓	✓	✓	✓
Flexibility and Adaptability	✓		✓	✓	✓
Technology			✓	✓	✓
Ethics		✓	✓		

APPENDIX D
SURVEY INSTRUMENT FOR COMMUNITY COLLEGE SENIOR STUDENT
AFFAIRS OFFICERS

Department of Educational Leadership, Policy, and Foundations
PO Box 117049
University of Florida
Gainesville, FL 32611-7049

Dear Community College Senior Student Affairs Officer:

I am a doctoral candidate at the University of Florida. To conduct research for my dissertation, I am conducting a survey, the purpose of which is to examine the relationship between graduate education in community college leadership and student personnel administration programs and the skills to be important to success in the field of community college student affairs. I am asking you to participate in this interview because you have been identified as a member of one of the three important stakeholders for this field. Your involvement will consist of answering 6-7 personal information and demographic questions, then rating 25 skills and competencies as to how important you perceive them to be successful in community college student affairs and the degree to which they are attained through graduate education. Your participation and survey completion should take no more than 15-30 minutes. The survey is enclosed with this letter. You will not have to answer any question you do not wish to answer. Your answers will keep anonymous and secure and will only be used for this research project. Surveys are numbered only for the purpose of participation records and follow-up.

There are no anticipated risks, compensation or other direct benefits to you as a participant in this survey. You are free to withdraw your consent to participate and may discontinue your participation in the survey at any time without consequence.

If you have any questions about this research protocol, please contact me at 210-364-2998 or email wewilson1103@aol.com or you may contact my doctoral committee chairman, Dr. Arthur Sandeen via email at sandeen@ufl.edu.

Questions or concerns about your rights as a research participant rights may be directed to the UFIRB office, University of Florida, Box 112250, Gainesville, FL 32611; ph (352) 392-0433.

Please sign and return this copy of the letter in the enclosed envelope with your completed survey. A second copy is provided for your records. By signing this letter, you give me permission to report your responses anonymously in the final manuscript to be submitted to my faculty supervisor as part of my dissertation.

Thank you in advance for your participation. This doctoral dissertation will be available after acceptance through UMI or contacting me at the email address above.

Wesley E Wilson

I have read the procedure described above for the Graduate Preparation of Community College Student Affairs Officers Survey. I voluntarily agree to participate by completing the survey and I have received a copy of this description.

Signature of participant

Date

The purpose of this study is to examine the relationship between graduate education in community college leadership and student personnel administration programs and the skills, deemed by research and representatives from the three professional associations for community college student affairs professionals to be important to success in the field.

For the purposes of this study the following definitions have been provided:

Community college(s) is/are accredited two-year institutions identified as receiving *public* funds for the purpose of granting associate degrees and technical certificates. The terms "two-year", "technical", "community" and "junior" may be other recognized terms to indicate community colleges.

Community college leadership programs are defined as an American Association of Community Colleges (AACC) recognized graduate program with an established curriculum whose focus is on the community college.

Student personnel administration is restricted to programs that are defined as a National Association of Student Personnel Administrators (NASPA) or American College Personnel Administrators (ACPA) recognized graduate programs with an established curriculum whose focus is student development and student affairs.

Competency is a skill, knowledge or ability identified by the NCSD-ACPA-NASPA joint commission to be highly relevant for new professionals to carry out job expectations in a professional manner.

I. Personal Information and Demographics: Please indicate by marking the most applicable response.

- | | | | |
|---------------------------------|--|---|--|
| 1. Your gender: | 2. Classify your current age: | 3. How long have you been in your current position? | |
| <input type="checkbox"/> female | <input type="checkbox"/> 25 - 35 yrs old | <input type="checkbox"/> less than 5 years | <input type="checkbox"/> 11 - 15 years |
| <input type="checkbox"/> male | <input type="checkbox"/> 36 - 45 yrs old | <input type="checkbox"/> 5 - 10 years | <input type="checkbox"/> more than 15 |
| | <input type="checkbox"/> 46 - 55 yrs old | | |
| | <input type="checkbox"/> over 55 yrs old | | |
-
- | | | |
|--|--|---|
| 4. a. How long have you been employed as a community college senior student affairs officer? | 4. b. How long have you been employed in any community college student affairs position? | |
| <input type="checkbox"/> less than 5 years | <input type="checkbox"/> less than 5 years | <input type="checkbox"/> 11 - 15 years |
| <input type="checkbox"/> 5 - 10 years | <input type="checkbox"/> 5 - 10 years | <input type="checkbox"/> more than 15 yrs |
-
- | | | |
|--|--|--|
| 4. c. Please indicate all of the areas in which you have been employed at a community college? | | |
| <input type="checkbox"/> registrar/admissions and records | <input type="checkbox"/> student activities/union | <input type="checkbox"/> financial aid |
| <input type="checkbox"/> academic affairs administration | <input type="checkbox"/> career planning/placement | <input type="checkbox"/> teaching/faculty |
| <input type="checkbox"/> student affairs administration | <input type="checkbox"/> academic department chair | <input type="checkbox"/> counseling center |
| multicultural programs: (please select from the following) | | |
| <input type="checkbox"/> women | <input type="checkbox"/> black/Hispanic | <input type="checkbox"/> disability support services |
| <input type="checkbox"/> gay/lesbian | <input type="checkbox"/> TRIO/Upward Bound | <input type="checkbox"/> other |
-
- | | | |
|---|--|---|
| 5. a. Have you ever been employed as a senior student affairs officer in a four-year institution? | 5. b. How long were you employed as a senior student affairs officer in a four-year institution? | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> less than 5 years | <input type="checkbox"/> 11 - 15 years |
| <input type="checkbox"/> No | <input type="checkbox"/> 5 - 10 years | <input type="checkbox"/> more than 15 yrs |
-
- | | | |
|--|---|---|
| 6. a. Have you ever been employed in any position in a four-year institution other than as a senior student affairs officer? | 6. b. How long were you employed in any position in a four-year institution other than as a senior student affairs officer? | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> less than 5 years | <input type="checkbox"/> 11 - 15 years |
| <input type="checkbox"/> No | <input type="checkbox"/> 5 - 10 years | <input type="checkbox"/> more than 15 yrs |
-
- | | | |
|--|--|--|
| 6. c. Please indicate all of the areas in which you have been employed at a four-year institution? | | |
| <input type="checkbox"/> registrar/admissions and records | <input type="checkbox"/> student activities/union | <input type="checkbox"/> financial aid |
| <input type="checkbox"/> academic affairs administration | <input type="checkbox"/> career planning/placement | <input type="checkbox"/> teaching/faculty |
| <input type="checkbox"/> student affairs administration | <input type="checkbox"/> academic department chair | <input type="checkbox"/> counseling center |
| <input type="checkbox"/> residence hall/ housing | <input type="checkbox"/> academic advising | <input type="checkbox"/> research |
| multicultural programs: (please select from the following) | | |
| <input type="checkbox"/> women | <input type="checkbox"/> black/Hispanic | <input type="checkbox"/> disability support services |
| <input type="checkbox"/> gay/lesbian | <input type="checkbox"/> TRIO/Upward Bound | <input type="checkbox"/> other |

I. Personal Information and Demographics: Please indicate by marking the most applicable response. (Cont.)

7. a. Do you have an advanced degree (master's and/or doctorate) in a field related to community colleges? (e.g. community college leadership, community college teaching)

7. b. Do you have an advanced degree (master's and/or doctorate) in a field related to student affairs administration? (e.g., student personnel administration)

Yes No
7. c. Do you hold a have an advanced degree (master's and/or doctorate) in a field unrelated to community colleges or student affairs?

Yes _____ No _____

in a field unrelated to current affairs?

master's:

No

doctorate: _____

other: _____

II. Rating Competencies and Skills

Since this study has a dual purpose, it is requested that you respond to each competency by indicating:

- 1) How **important** is this competency to a position for a new professional in community college student affairs?
 - 2) To what extent do you feel that this competency is **acquired through graduate education** (specifically graduates of community college leadership or student personnel administration programs)?

Importance		<u>Competency or Skill</u>					Acquired through Graduate Education							
Essential	Very Important	Marginally Important	Somewhat Important	Irrelevant	Definitely Acquired	Mostly Acquired	Somewhat Acquired	Marginally Acquired	Never Acquired					
Section B. Student and Group Programming:														
①	②	③	④	⑤	Program Design/Management (including New Programs, Interpreting Student Needs, Advocating Student Needs)					①	②	③	④	⑤
①	②	③	④	⑤	Program Implementation					①	②	③	④	⑤
①	②	③	④	⑤	Program Evaluation/Assessment					①	②	③	④	⑤
①	②	③	④	⑤	Program Revision					①	②	③	④	⑤
Section C. Student Development:														
①	②	③	④	⑤	Student Demographics and Characteristics (including Multicultural Awareness, Trends and Enrollment Data)					①	②	③	④	⑤
①	②	③	④	⑤	Advising Students					①	②	③	④	⑤
①	②	③	④	⑤	Crisis and Conflict Management					①	②	③	④	⑤
①	②	③	④	⑤	Adjudicate Student Conduct					①	②	③	④	⑤
①	②	③	④	⑤	Student Outcomes Assessment					①	②	③	④	⑤
Section D. Individual Development:														
①	②	③	④	⑤	Effective Oral and Written Communication Skills					①	②	③	④	⑤
①	②	③	④	⑤	Personal Organization and Time Management					①	②	③	④	⑤
①	②	③	④	⑤	Problem Solving					①	②	③	④	⑤
①	②	③	④	⑤	Risk Taking					①	②	③	④	⑤
①	②	③	④	⑤	Flexibility and Adaptability					①	②	③	④	⑤
①	②	③	④	⑤	Technology					①	②	③	④	⑤
①	②	③	④	⑤	Ethics					①	②	③	④	⑤

Thank you for your participation.

Your answers and this research will provide new perspectives into the competencies and skills necessary for new professionals that have completed a graduate program and are entering the arena of community college student affairs.

APPENDIX E SURVEY INSTRUMENT FOR GRADUATE FACULTY

Department of Educational Leadership, Policy, and Foundations
PO Box 117049
University of Florida
Gainesville, FL 32611-7049

Dear Graduate Faculty of Community College Leadership Programs:

I am a doctoral candidate at the University of Florida. To conduct research for my dissertation, I am conducting a survey, the purpose of which is to examine the relationship between graduate education in community college leadership and student personnel administration programs and the skills to be important to success in the field of community college student affairs. I am asking you to participate in this interview because you have been identified as a member of one of the three important stakeholders for this field. Your involvement will consist of answering 6-7 personal information and demographic questions, then rating 25 skills and competencies as to how important you perceive them to be successful in community college student affairs and the degree to which they are attained through graduate education. Your participation and survey completion should take no more than 15-30 minutes. The survey is enclosed with this letter. You will not have to answer any question you do not wish to answer. Your answers will keep anonymous and secure and will only be used for this research project. Surveys are numbered only for the purpose of participation records and follow-up.

There are no anticipated risks, compensation or other direct benefits to you as a participant in this survey. You are free to withdraw your consent to participate and may discontinue your participation in the survey at any time without consequence.

If you have any questions about this research protocol, please contact me at 210-364-2998 or email wewilson1103@aol.com or you may contact my doctoral committee chairman, Dr. Arthur Sandeen via email at sandeen@ufl.edu. Questions or concerns about your rights as a research participant rights may be directed to the UFIRB office, University of Florida, Box 112250, Gainesville, FL 32611; ph (352) 392-0433.

Please sign and return this copy of the letter in the enclosed envelope with your completed survey. A second copy is provided for your records. By signing this letter, you give me permission to report your responses anonymously in the final manuscript to be submitted to my faculty supervisor as part of my dissertation.

Thank you in advance for your participation. This doctoral dissertation will be available after acceptance through UMI or contacting me at the email address above.

Wesley E Wilson

I have read the procedure described above for the Graduate Preparation of Community College Student Affairs Officers Survey. I voluntarily agree to participate by completing the survey and I have received a copy of this description.

Signature of participant

Date

The purpose of this study is to examine the relationship between graduate education in community college leadership and student personnel administration programs and the skills, deemed by research and representatives from the three professional associations for community college student affairs professionals to be important to success in the field.

For the purposes of this study the following definitions have been provided:

Community college(s) is/are accredited two-year institutions identified as receiving *public* funds for the purpose of granting associate degrees and technical certificates. The terms "two-year", "technical", "community" and "junior" may be other recognized terms to indicate community colleges.

Community college leadership programs are defined as an American Association of Community Colleges (AACC) recognized graduate program with an established curriculum whose focus is on the community college.

Student personnel administration is restricted to programs that are defined as a National Association of Student Personnel Administrators (NASPA) or American College Personnel Administrators (ACPA) recognized graduate programs with an established curriculum whose focus is student development and student affairs.

Competency is a skill, knowledge or ability identified by the NCSD-ACPA-NASPA joint commission to be highly relevant for new professionals to carry out job expectations in a professional manner.

I. Personal Information and Demographics: Please indicate by marking the most applicable response.

- | | | |
|---------------------------------|--|---|
| 1. Your gender: | 2. Classify your current age: | 3. How long have you been in your current position? |
| <input type="checkbox"/> female | <input type="checkbox"/> 25 - 35 years old | <input type="checkbox"/> less than 5 years |
| <input type="checkbox"/> male | <input type="checkbox"/> 36 - 45 years old | <input type="checkbox"/> 5 - 10 years |
| | <input type="checkbox"/> 46 - 55 years old | <input type="checkbox"/> 11 - 15 years |
| | <input type="checkbox"/> over 55 years old | <input type="checkbox"/> more than 15 years |

3. Does the graduate program at your institution

offer specializations in: (check all that apply)

- higher education administration
 community college administration

community college teaching

student affairs administration

4. a. Do you have an advanced degree (master's and/or doctorate) in a field specific to community colleges? (e.g. community college leadership, community college teaching)

Yes No

Yes No

4. c. Do you hold a have an advanced degree (master's and/or doctorate) in a field not specific to community colleges or student affairs, including higher education administration?

Yes No

4. d. Please indicate the field of your degree(s):

master's: _____

doctorate: _____

other: _____

5. a. Are you currently employed as a senior student affairs officer at your institution?

Yes No

Yes No

6. a. Have you ever been employed at a **community college** in a senior student affairs officer?

Yes No

6. b. If you have been employed as a **community college** senior student affairs officer, how long were you employed in this position?

less than 5 years 11 - 15 years
 5 - 10 years more than 15 yrs

I. Personal Information and Demographics: Please indicate by marking the most applicable response. (Cont.)

6. c. Have you ever been employed at a community college in a position other than as a senior student affairs officer?

Yes

No

6. d. If you have been employed at a community college in positions other than as a senior student affairs officer, how long were you employed in these positions?
 less than 5 years 11 - 15 years
 5 - 10 years more than 15 yrs

6. e. If you have been professionally employed at a community college, please indicate all of the areas in which you have served?

registrar/admissions and records student activities/union financial aid
 academic affairs administration career planning/placement teaching/faculty
 student affairs administration academic department chair counseling center
 multicultural programs: (please select from the following)
 women black/Hispanic disability support services
 gay/lesbian TRIO/Upward Bound other

II. Rating Competencies and Skills

Since this study has a dual purpose, it is requested that you respond to each competency by indicating:

- 3) How **important** is this competency to a position for a new professional in community college student affairs?
- 4) To what extent do you feel that this competency is **acquired through graduate education** (specifically graduates of community college leadership or student personnel administration programs)?

					Acquired through Graduate Education							
Essential	Importance				Irrelevant	<u>Competency or Skill</u>	Definitely Acquired	Mostly Acquired	Somewhat Acquired	Marginally Acquired	Never Acquired	
	Very Important	Somewhat Important	M marginally Important	Not Important								
<i>Section A. Institutional Competencies:</i>												
①	②	③	④	⑤		Education Culture (including Knowledge of Higher Education, Community Colleges and Student Affairs)	①	②	③	④	⑤	
①	②	③	④	⑤		Institutional Culture (including Institutional Mission/Objectives and Creating a Institutional Vision)	①	②	③	④	⑤	
①	②	③	④	⑤		Legal Issues in Higher Education	①	②	③	④	⑤	
①	②	③	④	⑤		Personnel Management (including Hiring, Evaluation, Conflicts, Workplace Diversity & Professional Mentoring)	①	②	③	④	⑤	
①	②	③	④	⑤		Budgets and Financial Resources Management	①	②	③	④	⑤	
①	②	③	④	⑤		Physical Resource Management	①	②	③	④	⑤	
①	②	③	④	⑤		Leadership Theory (including Strategic Planning, Decision-Making, Responsibility and Delegation)	①	②	③	④	⑤	
①	②	③	④	⑤		Research Models and Methods	①	②	③	④	⑤	
①	②	③	④	⑤		Campus and Community Relations (including Collaboration and Coalition Building)	①	②	③	④	⑤	

Importance					Acquired through Graduate Education					
Essential	Very Important	Somewhat Important	Marginally Important	Irrelevant	Never Acquired Mostly Acquired Somewhat Acquired Definitely Acquired					
<u>Competency or Skill</u>										
<i>Section B. Student and Group Programming:</i>										
①	②	③	④	⑤	Program Design/Management (including New Programs, Interpreting Student Needs, Advocating Student Needs)	①	②	③	④	⑤
①	②	③	④	⑤	Program Implementation	①	②	③	④	⑤
①	②	③	④	⑤	Program Evaluation/Assessment	①	②	③	④	⑤
①	②	③	④	⑤	Program Revision	①	②	③	④	⑤
<i>Section C. Student Development:</i>										
①	②	③	④	⑤	Student Demographics and Characteristics (including Multicultural Awareness, Trends and Enrollment Data)	①	②	③	④	⑤
①	②	③	④	⑤	Advising Students	①	②	③	④	⑤
①	②	③	④	⑤	Crisis and Conflict Management	①	②	③	④	⑤
①	②	③	④	⑤	Adjudicate Student Conduct	①	②	③	④	⑤
①	②	③	④	⑤	Student Outcomes Assessment	①	②	③	④	⑤
<i>Section D. Individual Development:</i>										
①	②	③	④	⑤	Effective Oral and Written Communication Skills	①	②	③	④	⑤
①	②	③	④	⑤	Personal Organization and Time Management	①	②	③	④	⑤
①	②	③	④	⑤	Problem Solving	①	②	③	④	⑤
①	②	③	④	⑤	Risk Taking	①	②	③	④	⑤
①	②	③	④	⑤	Flexibility and Adaptability	①	②	③	④	⑤
①	②	③	④	⑤	Technology	①	②	③	④	⑤
①	②	③	④	⑤	Ethics	①	②	③	④	⑤

Thank you for your participation.

Your answers and this research will provide new perspectives into the competencies and skills necessary for new professionals that have completed a graduate program and are entering the arena of community college student affairs.

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BIOGRAPHICAL SKETCH

Wesley E. Wilson-Strauss, formerly Wesley E. Wilson, was born on November 3, 1970 in Lynchburg, VA. He graduated from Brookville High School in 1988. Mr. Wilson-Strauss attended Baylor University and graduated in 1992 with a Bachelor of Science in mathematics.

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Mr. Wilson-Strauss met his life partner and husband Michael in 1996 while in San Antonio, Texas. They were joined together in a holy union ceremony in 1997. They currently reside in Stockdale, Texas.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

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